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ABSTRACT

This is the leader's guide of a community-based guidance program designed to help high school graduates become aware of themselves and of educational and employment opportunities and to develop the strength to carry out the life changes they choose to make. It consists of four sections. In section 1, entitled "Becoming Aware," a series of group exercises to help program participants examine their personalities, values, interests, skills, and priorities is provided. Section 2, "Becoming Informed," presents information on discrimination and how to deal with it; trends in employment and education; decision-making skills; educational resources and how to compare them; and hints on job hunting, resume writing, and interviewing with prospective employers. The next section, "Becoming Strong," deals specifically with planning, seeking support, coping with stress, enhancing one's strengths, and minimizing one's weaknesses. "Becoming a Leader," the final section, covers information-gathering techniques, group organization strategies, interpersonal communication skills, planning and program information dissemination. The sub-section on planning contains detailed plans for leading activities contained in the first three sections. Appendixes provide lists of laws prohibiting discrimination, trade agencies, and books of interest. (A program participant's guide is available separately through ERIC--see note.) (MN)

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BECOMING

A Leader's Guide for High School Graduates

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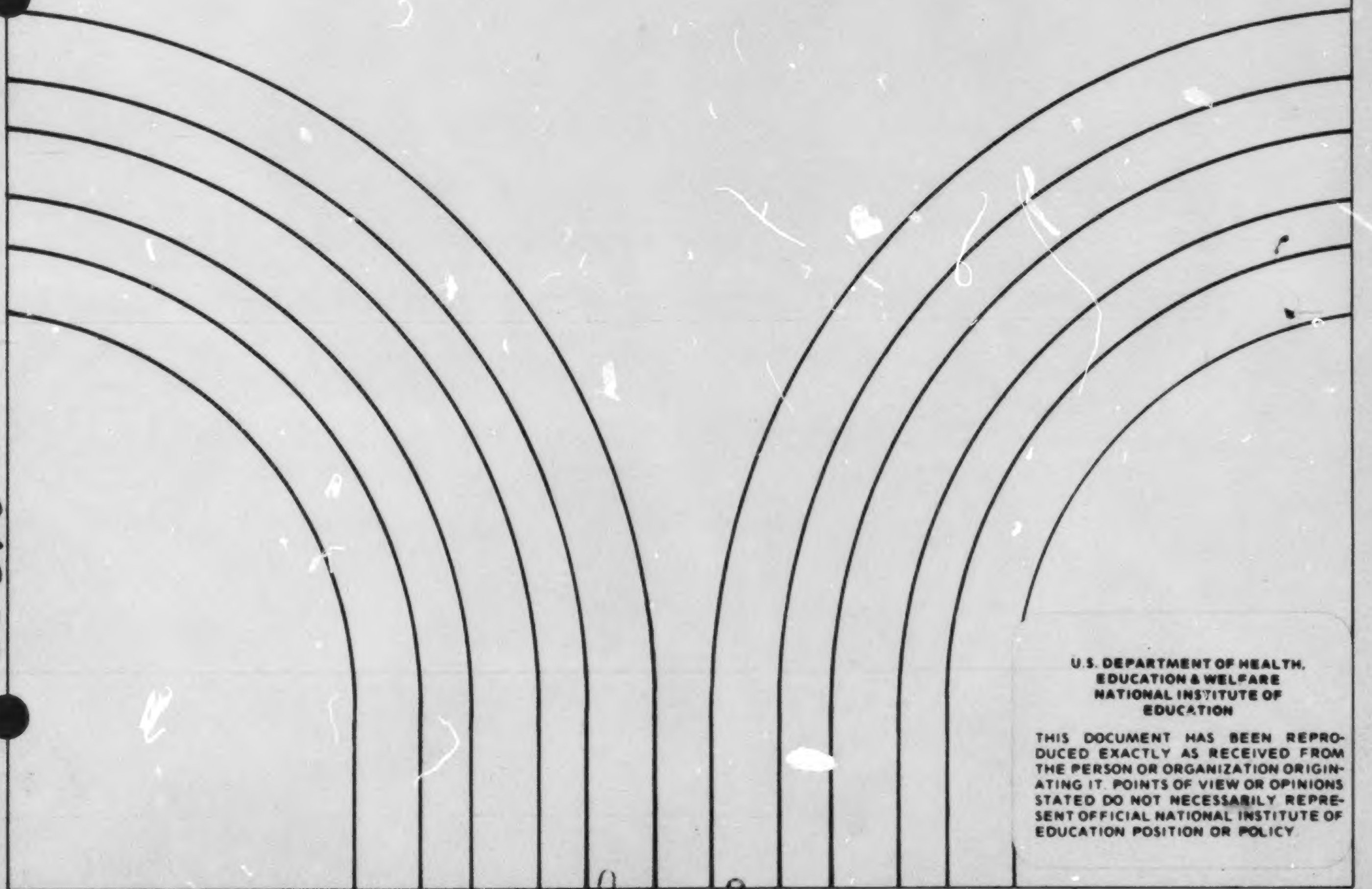

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Becoming Acquainted

How important is personal growth to you? All of us--both children and adults--aim to have the fullest possible life. Unfortunately, many adults don't feel that they have many possibilities and/or think growing is just for children. Both of these ideas are false. Adults can and must grow and learn throughout their lives. Today many more opportunities for employment and education exist than we ever realized as children, in fact more opportunities than at any other time in history. To stop learning at age 21 would doom the average person to over 50 years of being absolutely the same.

This book aims to prevent just that fate. It is about change, about growth, about BECOMING. Becoming what? Becoming aware of yourself, becoming informed about educational and employment opportunities, and becoming strong so that you can make the kinds of changes you choose. You may change personal areas and begin a new hobby, develop a new interest, or rediscover an old one. You could continue your education. You may decide to begin or return to a career. You may want help in finding that first job and making sure it's the right one. In short, Becoming is for men and women who feel restless and eager to change, people who want to explore new paths.

Becoming has three major sections: (1) Becoming Aware, (2) Becoming Informed, and (3) Becoming Strong. Becoming Aware helps you examine your personality, values, interests, skills, and priorities. Becoming Informed gives information on (a) discrimination and how to deal with it, (b) trends in employment and education, (c) decision-making skills, (d) educational resources and how to compare them, and (e) hints on job hunting, resume writing, and interviewing with prospective employers. Becoming Strong deals specifically with planning, seeking support, coping with stress, enhancing your strengths, and minimizing your weaknesses so that you can carry out your plan.

In addition to this manual, you will need some extra materials. A grid for recording answers to Chapter 10 exercises and Card Sorts for leisure-time activities and school subjects (Chapter 3) can be purchased as an Extra Materials packet. For job seekers, a job card sort and job list are needed. These materials can be purchased by mail. Instructions are in Chapter 3.

Several chapters of Becoming mention traps to avoid. Traps are ways of thinking that automatically limit choices. Women, minorities, and older adults should pay particular attention to these traps because society has limited its view of opportunities for these groups and more traps will apply to them.

You will also notice that this participant version of Becoming has group exercises. It is designed to be used with a Community-Based Guidance (CBG) group, which will help group members gather information about local employment and educational resources and provide support and encouragement for change. If such a group does not exist in your community, you can use the leader's version of Becoming alone or organize your own CBG group. The Leader's Guide provides instructions for beginning such a group.

Once you have acquainted yourself with the materials in your kit, you are ready to become aware, informed, and strong.

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BECOMING AWARE

Chapter 2

Becoming Aware of Your Personality

Awareness of your own unique personality is the starting point for almost all change and growth since it is the core of the real you. Your needs, interests, values, skills, and priorities reflect your personality, which includes the way you think, feel, and act. However, your personality is more than just what you know about yourself; it is also the ideal you wish you could be and the way others see you. Furthermore, your personality changes and grows throughout your life.

SIX PERSONALITY TYPES

John Holland[1] has suggested that there are essentially six types of personalities. Usually, each person has some aspects of all six within his or her personality, but often one or more types are dominant. These six types will be referred to often in this section because they are helpful ways of talking not just about personality types but also about interests and skills. Therefore, the six types are defined in some detail below.[1,2] As you read them, think about how you see yourself. Which ones are most like you? Which ones are least like you? How do others see you? What is your personal ideal?

Realistic

Realistic types see themselves as rugged, practical, and physically strong. Such people don't usually like to express themselves in words or share their feelings with others. They like to work outdoors and to work with tools, especially large machines. They like athletics, gardening, crafts, and collecting. They prefer to deal with objects rather than with ideas or people. They enjoy creating things with their hands and prefer occupations such as mechanic, construction worker, fish and wildlife manager, dressmaker, engineer, police officer, cook, baker, farmer, jeweler, factory worker, or skilled tradesperson. They like school subjects such as home economics, engineering, agriculture, physical education, forestry, and industrial arts.

Investigative

This type tends to like problem solving and scientific activities. High scorers on this theme would prefer to work alone rather than in a large office with a group of people. They prefer to think through problems and work with ideas, words, and symbols in solving them. Such people enjoy loosely defined problems and do not like highly structured situations with many rules. They frequently tend to be original and creative, especially in scientific areas. They like to read and be imaginative. They prefer occupations such as laboratory assistant, mathematician, biologist, engineering aide, animal scientist, x-ray technician, physician, technical writer, or meteorologist. They like school subjects such as geography, biology, math, pharmacy, and physics.

Artistic

This type includes people who are artistically oriented and like to work in settings with many opportunities for self-expression. Such people have little interest in very structured situations or those that require physical strength. Instead they prefer problems or tasks that can be dealt with through self-expression or artistic media. They prefer to work alone and have a strong need for individual expression. They score higher on measures of originality than any of the other types. They describe themselves as independent, unconventional, original, expressive, and tense. They have hobbies like drawing, music, or writing. Vocational choices include writer, philosopher, artist, cartoonist, decorator, singer, photographer, poet, actor, and fashion designer. School courses are music, foreign language, speech, English, and history.

Social

The Social type includes people who are sociable, responsible, and concerned with human problems and the welfare of others. They usually express themselves well and get along with others. They like to seek attention and situations that will allow them to be at or near the center of the group. They prefer to solve problems by discussions with others or by arranging or rearranging relationships between others. They have little interest in situations requiring physical activity or working with machinery. Their interests are community work, program planning, and social activities. Such people describe themselves as cheerful, popular, achieving, and good leaders. They prefer occupations such as bartender, hair stylist, minister, dental hygienist, teacher, counselor, playground director, speech therapist, or practical nurse. Common school subjects are writing, drama, foreign language, sociology, history, home economics, physical education, and religion.

Enterprising

Enterprising people are good with words, which they use effectively in selling, dominating, and leading. Frequently, they are in sales work and are good at thinking of new ways of doing things and at leading and convincing people. They see themselves as full of energy, enthusiastic, liking adventure, self-confident, and dominant. They prefer social situations where they can assume leadership and direct others. They enjoy persuading others to their point of view. Their hobbies are athletics, public speaking, selling, and interviewing. They are impatient with precise work or work involving long periods of intellectual effort or sustained concentration. They like power, status, and material wealth and enjoy working in expensive settings. Typical vocational preferences include farm manager, buyer, hotel manager, flight attendant, business owner or manager, political campaigner, realtor, salesperson, sports promoter, and radio announcer. They like school subjects such as English, economics, foreign language, history, and political science.

Conventional

Conventional people prefer jobs where they know exactly what they are supposed to do, using verbal and numerical skills that characterize office work. They fit well into large organizations but do not seek leadership. They respond to power and are comfortable working in a well-established chain of command. They dislike loosely defined job situations, preferring to know exactly what is expected of them. Such people describe themselves as conventional, stable, well controlled, and dependable. They like collecting, drama, and music. They have little interest in problems that require physical skills or intense relationships with others. They are most effective at well-defined tasks, and they value material possessions and status. Vocational preferences are mostly within the business world and include bank examiner, bank teller, bookkeeper, some accounting jobs, cashier, computer operator, secretary, tax expert, library assistant, and traffic manager. They like school subjects such as economics, arithmetic, spelling, typing, and business.

As you read the definitions of each type, you probably found many characteristics that describe your personality. Actually, you are probably not aware of all the parts of yourself or all the potential you have for developing as a person. However, try to describe yourself honestly in the next exercises.

- Trap. Many people only look for negative qualities in themselves. They believe that thinking positively about themselves would mean they are "too proud." Others try not to be aware of things that could be called weaknesses. Everyone has different personal qualities and different personal strengths. To be truly aware of your personality you must know your strengths as well as your weaknesses.

PERSONALITY EXERCISES

1. Once again, skim through the description of the six personality types--Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Based on what you know about yourself, how would you rank yourself on these six types? Which type is most similar to you? Put that type next to number one below. Which type is least like you? Write that type next to number six below. Now rank the other four types in order.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________

2. If you usually think negatively about yourself, pay particular attention to your strong points in the next exercise and be sure to name at least three. The letters R, I, A, S, E, C beside each sentense refer to the personality type described above. Check the items below that best describe how you see yourself now.

_____ Agriculture interests me (R)
_____ I like supervisory and leadership positions (E)
_____ Religion is an important part of my life (S)
_____ I like structured activities (C)
_____ I am a curious person (I)
_____ I like athletics (R)
_____ I am a creative person (A)
_____ I am not a very sociable person (A)
_____ I like to be around people (S)
_____ I like science (I)
_____ I think of myself as a very sensitive person (A)
_____ I dislike leadership roles (R)
_____ I have a good imagination (I)
_____ I consider myself a responsible person (S)
_____ Stability is very important to me (C)
_____ I am a very neat and orderly person (C)
_____ I like politics and economics (E)
_____ I think of myself as a practical person (R)
_____ I do not like to be the center of attention (R)
_____ Achievement is important to me (I)
_____ Sometimes I am very tense (A)
_____ I am more passive than active (C)
_____ I sometimes think I am a rigid person (C)
_____ I am a very independent person (I)

_____ I am dependable (S)
_____ I am a very dominant person (E)
_____ I would enjoy selling things (E)
_____ I like music, art, or writing (A)
_____ Recognition and approval from others are important to me (E)
_____ Education is important to me (S)

From this exercise, try to draw together an idea of the kind of person you are now. You can also write additional sentences below to describe yourself. For example: I am quiet and shy; I am afraid I will fail; or I am rarely angry.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________

Footnotes

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1. Holland, J.L. The Psychology of Vocational Choices. Waltham, Massachusetts: Blaisdell Publishing Company, 1966.
2. Adapted from the National Computer System, with permission.

Chapter 2

Becoming Aware of Values

Your values are principles you believe in, ideas you base your life on, and qualities you consider worthwhile or important. Values are learned from parents, friends, school, church, and your own experiences. They reflect not only your own decisions but also the ideas of others about what is right and wrong. They are the rules you live by. Surprisingly, quite a range of values are "right" for different people—and even for the same person at different times and in different situations. You may have some values that are expressed at home or in the community, while others seem more important at school or work.

Many people are not aware of their values, even though these values influence how they act. You value ideas and activities if

(1) they influence your plans,
(2) they help you make decisions, or
(3) you spend time and money on them.

What are your values at home and at work or school? It is usually important to be aware of both sets of values because they can be quite different. Also, values can conflict. A home value might involve wanting to be home with your children, while a school value might involve wanting to take full-time day courses. Chapter 10 will help you deal with these conflicts, but for now just try to list your values—even those that conflict.

- Trap. Many men have learned only to be aware of work values but are less aware of personal growth and home values. Many women have learned to recognize home values and not values toward personal growth, education, or work. Also, older adults may feel they missed their chance to act on a value—that the things they value are "only for younger folks."

Examine your value statements carefully and be aware of values you have not been encouraged to feel before now.

VALUES EXERCISES

1. Below is a list of common home/community and work/school values. Check under home/community if a value is important to you there. Check under work/school for values that influence the way you act in those settings. Some values may fit under both settings. However, many are more important in one setting than in the other.

Remember a value is important to you if

(1) it influences your plans,
(2) it helps you make decisions, or
(3) you spend time and money on it.

value statement	home/community	work/school
obey the law	____	____
help others	____	____
raise children	____	____
be religious	____	____
be neat and clean	____	____
honor parents	____	____
meet new people	____	____
have close friendships	____	____
make money	____	____
build things	____	____
love and serve my country	____	____
be independent	____	____
get ahead	____	____
work for a cause	____	____
obey God's will	____	____
help community	____	____
compete with others	____	____
use physical strength	____	____
be artistic	____	____
make decisions, have power	____	____
use time as I choose	____	____
build high morals	____	____
be secure	____	____
supervise or teach others	____	____
work alone	____	____
be open-minded	____	____
have leisure time	____	____
be noticed as important	____	____
think of new ideas	____	____
be an expert	____	____
stay in one location or town	____	____

have change and travel	____	____
be practical	____	____
be responsible	____	____
be happily married	____	____
work hard	____	____
others not listed above:		
______________________	____	____
______________________	____	____
______________________	____	____
______________________	____	____
______________________	____	____

2. Now look back at the two columns and rank the TOP SIX most important values to you in each category.

home/community	work/school
1. ______________________	1. ______________________
2. ______________________	2. ______________________
3. ______________________	3. ______________________
4. ______________________	4. ______________________
5. ______________________	5. ______________________
6. ______________________	6. ______________________

Chapter 3

Becoming Aware of Interests

Your interests also shape how you plan for your personal growth. Interests sometimes reflect only the chances you have had to explore new activities. At other times, they reflect your values and skills. However, the simplest definition of interest is: something you might like if you had the opportunity, something you are curious about, something you enjoy doing. Of course, not every interest will develop as a job or study idea; some are best fulfilled at home or in the community.

- Trap. Interests are easily limited by experience, as well as by what you expect you can get. You may expect less or have experienced less than you could have because of your age, sex, or race. Most of us grew up at a time when boys and girls were supposed to have very different interests from each other--when all girls were thought to have similar interests, and all boys' interests were lumped together. These same ideas were thought to be true between races and between the old and the young. To help you overcome these limiting ideas, ask yourself questions like, "If I were white (or a man or young), would I be interested in this?" Remember that we now have much more freedom to choose and act on interests than in the past--regardless of our race, sex, or age.

INTEREST EXERCISES

1. In the Extra Materials package, you will find two decks of cards and three blue pages with MIGHT CHOOSE, IN QUESTION, and WOULD NOT CHOOSE on them. If you want to learn a new skill or activity, use the YELLOW deck with activities on them. If you are considering jobs or getting training for a job, send for a copy of the Occu-sort job cards. Enclose $5 and your address to:

Publications Department
School of Education
North Carolina State University
Raleigh, North Carolina 27602

After you have a deck, look at the cards. The front will name an activity, school major, or job title. The back has a description of the activity, major, or job. On the job deck only, there are two more items--a six-number code (example: 409.168) and a three-letter code (example: ERI). These codes will help you learn more about the job later.

Some cards are blank. As you sort the deck, other interests may occur to you. You can write them on the blank cards.

2. To sort the cards, place the blue sheets with MIGHT CHOOSE, IN QUESTION, and WOULD NOT CHOOSE in front of you at a table or desk. Put each card in a deck in the correct pile depending on your interest. Sort each deck separately. Do not hesitate to choose cards you don't know much about or are not totally certain you can do--this exercise should just tell if you would think you would LIKE something.

3. After you have sorted all the cards, including the blank cards you filled in, look at the WOULD NOT CHOOSE pile again. Be certain you are not interested in any card. If you do find any cards that interest you, move them to either IN QUESTION or MIGHT CHOOSE. Then set aside the rest of the WOULD NOT CHOOSE pile.

4. Now move to the IN QUESTION pile. Look at each card, and ask yourself, "What keeps me from choosing this?" for each one. Some common answers are

(1) I don't know much about it.
(2) It may not be available in my area.
(3) I'm not sure I should try this because of my race/sex/age.

Many such answers reflect either a need for more information or a limited choice based on prejudices. Ask yourself the following questions:

(1) What prevents me from finding out more about it?
(2) How do I know it's not available in my area?
(3) Who says I'm wrong for this just because few of my race/sex/age have done it?

You may find that you do have an interest in something when you learn more about it or change your ideas of what is "right" to do. If that is possible, move the card to MIGHT CHOOSE. If not, set the card aside. When you have checked every card in this pile, set the pile aside.

5. Now, look through each card in the MIGHT CHOOSE pile and add any other activities, school majors, or jobs that you have thought of that are not printed on cards. Rank each card from most interesting to least interesting. Be careful not to trap yourself by thinking things like "this isn't possible" or "I have no talent for this." Rank what you would like to do. Write your ranks below, with number one being your top interest.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.

6. JOB CARD SORT ONLY (move to step 7 if you are sorting another deck).

For each job card, note the three-letter codes on the back at the end of the description. The code letters refer to the types listed in Chapter 1 — Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. A job coded ERI, for example, involves interests in Enterprising, Realistic, and Investigative areas. Total the number for each code for all MIGHT CHOOSE cards. Write the total in the space after the code below.

Realistic	_____	Social	_____
Artistic	_____	Enterprising	_____
Conventional	_____	Investigative	_____

On the lines below, rank the six types (Realistic, Artistic, etc.) from highest to lowest according to the total number. Write the name of the highest ranked type as number one, and so on.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____

A handy pamphlet named The Occupations Finder[4] can be ordered for 15¢ from Consulting Psychologists Press, Palo Alto, California 94302. You may be able to borrow a copy of this pamphlet from a local high-school counselor. The pamphlet lists names of many jobs with codes like yours. Check all combinations of your three top interests. You may include minor interests as well. Minor interests are those ranked 4, 5, and 6.

Suppose your codes were the following:

1. Enterprising
2. Realistic
3. Investigative
4. Social
5. Conventional
6. Artistic

You would check the codes ERI, EIR, REI, RIE, IRE, and IER.

7. If you wish, sort one or both of the other two decks. Follow the same procedure and use extra paper to record your choices.

Footnote

4. Occu-Sort job card sort, Copyright 1977, Dr. Lawrence Jones, North Carolina State University.

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Chapter 4

Becoming Aware of Skills

Skills are activities you do well, and they develop from learning, talent, and practice. All adults already have a range of skills and can learn many others. Surprisingly, few people are really aware of or give themselves credit for all their skills. You may take some of your skills for granted ("Anyone could have done it"), or you may not think they are valid because you didn't learn them in school or practice them in a paid job ("Yes, I planned meetings, but that was just volunteer work"). You may simply forget other skills because you think they're unusual for someone of your age, sex, or race ("Sure, I am good with children, but men can't be day-care workers").

- Trap. Other than not being fully aware of your skills, the biggest trap is demanding that all your skills be perfectly developed in order to count. Under this trap, you disregard a skill if you know anyone who is better at it than you are. If you sing, you must be Ray Charles; if you're good at science, it doesn't count unless you're as good as Madame Curie. This trap comes from yourself. Your childhood training may not have been perfect, but really giving yourself credit for your skills can help you overcome this.

SKILLS EXERCISES

1. The next pages list skills. Check (✓) each one you can now do; mark an X next to those you would like to learn. Remember to count family training, informal learning, untrained talents, and self-taught and volunteer experiences as well as skills you learned through courses, books, and jobs.

Realistic Skills

_____ molding materials (clay, metals)
_____ installing materials (insulation, siding, wiring, plumbing)
_____ developing films
_____ operating small machines (power tools, sewing machines)
_____ building
_____ laying floors and carpets
_____ painting walls and wall papering
_____ making models
_____ washing
_____ cooking
_____ driving
_____ driving trucks and equipment
_____ fixing small appliances
_____ repairing large engines (cars, washers)
_____ tending animals
_____ plowing
_____ planting and harvesting
_____ growing crops and plants
_____ having physical strength
_____ riding horses
_____ camping and hiking
_____ being good at outdoor survival
_____ mountain climbing
_____ navigating
_____ landscaping

/___/ Total number of ✓'s in Realistic category

/___/ Total number of X's in Realistic category

List machines you can operate.

List items you can repair.

List tools you can use.

List products you've made.

List sports you can play.

Artistic Skills

_____ painting and drawing scenes
_____ drawing people and animals
_____ weaving
_____ quilting
_____ sewing
_____ sculpturing
_____ having a good sense of color
_____ interior decorating
_____ singing
_____ writing letters
_____ reviewing books or plays
_____ telling jokes
_____ designing clothing
_____ drawing cartoons
_____ working with crafts
_____ playing musical instruments
_____ teaching music
_____ making pottery
_____ designing buildings
_____ writing poetry, plays, novels, or short stories
_____ dancing
_____ woodworking
_____ taking photographs
_____ acting in a play
_____ editing

/___/ Total number of ✓'s in Artistic category

/___/ Total number of X's in Artistic category

List crafts and projects you've completed.

List materials you can work with.

List instruments you can play.

List stories, articles, or papers you've written.

Conventional Skills

_____ working with numbers
_____ having a memory for numbers
_____ taking inventory
_____ using calculator or adding machine
_____ managing money
_____ keeping money records
_____ budgeting
_____ guessing costs
_____ comparison shopping
_____ being very economical
_____ bookkeeping
_____ accounting
_____ enforcing rules
_____ following orders
_____ getting things done on time
_____ locating resources
_____ purchasing
_____ keeping secrets
_____ being good with details
_____ tolerating repetition
_____ sticking to a task
_____ checking my work
_____ typing or taking shorthand
_____ running a cash register
_____ filing

/___/ Total number of ✓'s in Conventional category

/___/ Total number of X's in Conventional category

Social Skills

_____ listening to others' problems
_____ preaching
_____ teaching
_____ leading choirs
_____ serving meals

_____ helping poor or disadvantaged people
_____ working for causes
_____ leading games and activities
_____ working with children
_____ helping others
_____ comforting and encouraging others
_____ serving on committees
_____ making plans with others
_____ making/doing things for others
_____ working on community projects
_____ being sensitive to others
_____ developing trust
_____ being accepting of others
_____ taking care of the sick or elderly
_____ settling arguments between friends
_____ helping new people in the community get to know others
_____ planning school or church events
_____ visiting older people in the community
_____ instructing others in athletic games
_____ leading small groups

/___/ Total number of ✓'s in the Social category

/___/ Total number of X's in the Social category

List service activities.

List any subjects or activities you've taught others.

Investigative Skills

_____ reading
_____ scientific reading
_____ working with chemicals
_____ understanding body functions
_____ understanding nature
_____ writing scientific reports
_____ running experiments
_____ seeking answers to problems
_____ solving puzzles
_____ concentrating
_____ measuring and weighing
_____ understanding biology
_____ being good at math

_____ researching
_____ computer programming
_____ understanding weather changes
_____ repairing scientific equipment
_____ understanding the stars and constellations
_____ using a microscope
_____ understanding different cloud formations
_____ thinking through problems
_____ working well with ideas
_____ exploring new interests and ideas
_____ understanding charts or graphs
_____ being good at algebra

/___/ Total number of √'s in Investigative category

/___/ Total number of X's in Investigative category

List any scientific reports you have written.

Enterprising Skills

_____ changing others' minds
_____ reasoning
_____ logical thinking
_____ debating, convincing
_____ selling products
_____ selling an idea
_____ conducting business by phone
_____ persuading others
_____ thinking of new ways of doing things
_____ directing others
_____ managing others
_____ public speaking
_____ working on political campaigns
_____ fund raising
_____ meeting people
_____ supervising others
_____ planning projects
_____ hiring and training workers
_____ running a business
_____ providing leadership
_____ developing ways to get things done more quickly
_____ planning a trip for a group of people
_____ selling things house to house
_____ interviewing others
_____ auctioneering

/___/ Total number of ✓'s in the Enterprising category

/___/ Total number of X's in the Enterprising category

List projects you have chaired.

List selling or fund-raising activities.

2. Ranking skills. Now look at your totals for each of the six code names and rank order them below. That is, if your highest number of 's and X's was in the Artistic category, write Artistic next to number one below. Write the code name for your second highest total next to number two below, and so on.

Category	Total ✓'s and X's
1. ______________________	______
2. ______________________	______
3. ______________________	______
4. ______________________	______
5. ______________________	______
6. ______________________	______

3. Choose five skills that you would most like to learn or further develop and list any ways that you can think of to acquire those skills.

Skill	Ways to Acquire Skill
1. ______________________	1. ______________________ ______________________
2. ______________________	2. ______________________ ______________________
3. ______________________	3. ______________________ ______________________
4. ______________________	4. ______________________ ______________________
5. ______________________	5. ______________________ ______________________
6. ______________________	6. ______________________ ______________________

4. For the next skills exercise, choose a friend or a partner from your group. Each of you should name some experience, accomplishment, or role in your life that you feel particularly good about. Some examples are chairing a fund-raising committee, keeping house, or organizing a social event at church. After you have each chosen one, help each other figure out all the skills involved in that experience. For example, if you chose "keeping house" as your experience, you might come up with the following skills: planning meals, planning schedules, organizing car pools, making decisions, developing and sticking to a budget, mediating between arguing parties, bargaining, communicating effectively, teaching and instructing children, caring for others, listening carefully for problems, etc. Help each other brainstorm all the skills involved in the experiences you choose and list your ideas below. Choose more than one experience if you have time.

Experience 1	Experience 2
______________________________	______________________________
Skills	Skills
1.____________________________	1.____________________________
2.____________________________	2.____________________________
3.____________________________	3.____________________________
4.____________________________	4.____________________________
5.____________________________	5.____________________________
6.____________________________	6.____________________________
7.____________________________	7.____________________________
8.____________________________	8.____________________________
9.____________________________	9.____________________________
10.___________________________	10.___________________________
11.___________________________	11.___________________________
12.___________________________	12.___________________________
13.___________________________	13.___________________________
14.___________________________	14.___________________________
15.___________________________	15.___________________________

Chapter 5

Becoming Aware of Priorities

In order to use the information you now have on your personality, values, interests, and skills, you should examine the priorities you have set for yourself and your life. Priorities are the ranking that certain activities or relationships have in your life at any one time. Are marriage and having a family most important to you? Or is having a career a top priority? Where do education and acquiring new skills fit into your list of important priorities? When you have fairly clear-cut priorities, your directions are clear. For example, a woman whose main priority is her home may commit some energy — say, one night a week -- to learning a new skill; but she is unlikely to continue this education if it causes conflict at home, because her home is more important to her than her education. Priorities can and do change over time. For example, the woman with a high home priority now may have a high education priority when her children are grown.

When people have multiple priorities, they expand their chances for growth but also increase their chances for conflict. You may actually have set all of the priorities mentioned above for yourself — marriage, having a family, career, education, and acquiring new skills. When you have many priorities, you need to plan your time carefully and be clear about what is most important and least important to you at any one time.

- Trap. The biggest priority traps are nervousness and fear of conflict. Many people are aware that their priorities are not what others expect of people their age, race, or sex. For example, men are "supposed" to find fulfillment in their work and feel guilty if they want to work part time or spend more time parenting. Because others expect and sometimes demand you to set the priorities they want for you, you may feel nervous, guilty, afraid of failing, or afraid of angering your family when you do not set the priorities that others expect. Many people feel these same feelings and still take the risk of trying what they want. Of course, multiple priorities or unusual priorities are not for everyone. And sometimes the conflicts really are too great for a person to risk an unpopular choice. But do not automatically trap yourself because you feel some fear. The fear is natural and can be overcome. You will find out more about ways to deal with this fear and nervousness in a later chapter.

PRIORITIES EXERCISES

1. Look at the following list of adult priorities and imagine that you have $100.00 to spend on them and can buy each for what you think they are worth. For example, if you believe that your career is your only important priority, you may want to spend the entire $100.00 on that priority alone. On the other hand, if you have multiple priorities, you may spread your money over all of them, giving the most money to the most important and the least money to the least important. You need not limit yourself to priorities you have had in the past. Choose the priorities most important to you now.

   now.

Priority	Amount
leisure time	______________
beauty in nature	______________
marriage	______________
homemaking	______________
career	______________
education	______________
new skills	______________
children	______________
time for self	______________
service to community	______________
service to country	______________
other priorities not listed	
________________________	______________
________________________	______________
________________________	______________
________________________	______________

2. On the lines below list your priorities in order from most important (the one you spent the most money on above) to the least important (the one you spent the smallest amount of money on above). List your top five or less.

1. ________________________ 4. ________________________

2. ________________________ 5. ________________________

3. ________________________

Chapter 6

Becoming Aware of the Total Picture

The exercises in this section have asked you to become aware of important aspects of yourself. You need to "know yourself" in order to make good decisions. People who never focus on their values and priorities or their interests and skills are likely to have trouble planning for the future, directing their own lives, and making decisions.

Your personality type is related to every choice that you make. Although most people have aspects of all the personality types in them, they tend to develop certain ones more fully than others. You will be best suited for jobs, activities, or school majors that allow you to use the personality types you most identify with.

Your values help you make decisions and plans because they are the rules you live by. When you value your own development as a person, for instance, you are more likely to seek out personal growth experiences. When people first become aware of their values, they often also become aware that they don't follow their own rules very often. Not following your own values is a major source of dissatisfaction. Another problem people find is a "values gap" in which their life changes project them into areas they have no rules for dealing with. An example is a retired person who was formerly tied strongly to work values.

Priorities are heavily influenced by values and should be similar to your values rankings. Your priorities affect your decisions in two ways:

(1) how much energy goes to any one venture
(2) the timing of changes

Higher priority items should receive more of your time and energy. Further, higher priority items are usually done first. This does not mean other priorities will not get done—just that they will be done when you can give them highest priority.

Interests and skills are closely related to your decisions and changes because they give you direction. If your interests and skills differ from each other, you will probably want to think about going to school or getting training. If you have skills but have learned them informally through volunteer work or life experiences, you may want to check into college credits that adults can earn through exams or extension study. This could make your skills more acceptable to employers if you are job hunting.

Below are spaces to write your rankings on your personality, values, interests, skills, and priorities. As you read your summary, remember that there is no formula for using this information about yourself. Your decisions and plans should use as much of this information as possible, but each person will use it differently.

SUMMARY EXERCISES

Review the past chapters on Becoming Aware. Summarize that information as directed below.

Personality types (how you ranked yourself on the six personality types in Exercise 1 on p. 6)

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________

Values (the six values you listed under each category in Exercise 2 on p. 10)

home/community	work/school
1. __________	1. __________
2. __________	2. __________
3. __________	3. __________
4. __________	4. __________
5. __________	5. __________
6. __________	6. __________

Interests (JOB SEEKERS ONLY-the ranked codes from step 6 on p. 13)

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______

Interests (the six top interests ranked in step 5 on pp. 12-13)

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______

Skills (how your skills were ranked according to the six codes; see Exercise 2 on p. 21)

1.
2.
3.
4.
5.
6.

Priorities (your top five or less priorities as you listed them in Exercise 2 on p. 24)

1.
2.
3.
4.
5.

We hope you have come to some new awareness of yourself through these exercises. You have thought about your personality characteristics, your values, interests, skills, and priorities. Now what can you do with this new information? How can it lead you to plan for changes in your life? At this point in Becoming, it is important for you to open your mind to a wide range of possibilities and future directions for yourself. Later on we will give you some guidelines on setting goals, making decisions, and carrying out your plan. But for now, open your eyes to any change you would like to make in your life. Do the fantasy exercise below. Then we will return to the new information you've learned about yourself to see what other possible changes it suggests.

FANTASY EXERCISES

Sit comfortably and imagine your future. If you could become exactly the kind of person you wanted, what would you be like? What would you be feeling, thinking, and experiencing? How would you be different from the way you are now? Allow yourself to daydream; do not censor your ideas; then write some of your thoughts below.

Now look back to the summary exercise that describes your personality type, values, interests, skills, and priorities. Each response in each of the categories probably suggests possible directions for you. For example, if one of your values is to help your community, then future directions from that might be getting a job with your community recreation department, working on a local fundraising campaign, or doing volunteer work for a few hours a week in the community child-care center. If one of your priorities is education, then future directions could be returning to school or teaching others a skill you have. In the same way, each interest or skill you have can lead to many future possibilities. Your personality type can help generate alternatives, too, because it helps you identify broad categories of activities, such as Realistic or Artistic, appropriate for you.

This method of generating alternatives is called "brainstorming" and is an important first step as you change your life. Your CBG group can be particularly helpful at this point. After you have done the exercise below on your own, come back to your group and share your list. Often other people can come up with ideas you had not even considered.

BRAINSTORMING EXERCISE

Look carefully at your summary exercise and list below all the possible directions that come to you. Include those that seem to fit your personality type, meet your values, take advantage of your interests or skills, or fit in with your priorities. See if you can come up with at least 25 possibilities. Again write every idea; do not censor any idea.

CONFLICTS IN THE TOTAL PICTURE

Wouldn't it be lovely if all your new awareness gave you a clear-cut message? For some readers, clear directions are possible. For others, feelings of confusion and conflict accompany their self-knowledge. Conflicts are natural. Some experts believe that the kinds of risks you take and the decisions you make in resolving internal conflicts are the core of who you are as a person. The risk involved is usually that of making the wrong choice, having to do something unpleasant, or developing only certain parts of yourself and leaving other parts undeveloped. These risks relate to three kinds of conflicts:

1. Yes/no conflicts -- feeling both positive and negative about the same thing; for example, both loving and hating a parent.

2. No/no conflicts -- seeing all choices as harmful or negative and yet having to accept one. An example is choosing between taking a poor job or being unemployed.

3. Yes/yes conflicts -- feeling positive about more choices than can be made at one time. An example is wanting to be both married and single.

A fourth kind of conflict is similar.

4. Denial -- trying to pretend that certain feelings, interests, values, priorities, and personality types do not apply to you when they do. This conflict can be present even though you might be only dimly aware of it and even though you could change the feeling, interest, value, or priority if you did not deny it. An example is refusing to grieve over a close friend's death.

Conflicts may leave you stalled or confused. You may have physical complaints, like headaches, that are caused by conflicts, and it is common to feel pessimistic, depressed, fearful, or tense. Look for signs of internal conflict in yourself. Below are some common ones.

1. Personality type. Your personality types may be very dissimilar. For example, if you are both Artistic and Conventional, no one job or activity or school major is likely to satisfy both types. This is an example of a yes/yes conflict.

2. Values. You may want to devote full-time energy to your home values of service to family and devote full-time energy to your own personal goals (school, personal growth, job). This is a yes/yes conflict.

3. Interests. You may look at your interests only in terms of what you are skilled at because you don't want to be interested in something unless you can do it perfectly. This is an example of a denial conflict.

4. Skills. Because of limited opportunity or education, you may find yourself with no job skills that excite you. This is an example of a no/no conflict.

5. Priorities. Many priority conflicts are external—someone else wants you to have different priorities than you want. However, some priority conflicts are internal, such as feeling you should let others lead and decide, yet wanting to learn to lead and decide for yourself. This is a yes/no conflict.

CONFLICTS EXERCISE

Below list conflicts you are aware of.

Most internal conflicts can be resolved if you do not expect a perfect answer. Actually, if the perfect answer were possible, you would have no conflict. Methods for resolving internal and external conflicts or obstacles are discussed in Chapter 10.

SUMMARY

This first section of Becoming was designed to help you come up with new self-knowledge and new directions for your life. After you receive important information in Section II, the third section will return you to setting goals and making concrete plans. As you work through the following sections, continue to open your mind to new possibilities.

2

BECOMING INFORMED

Chapter 7

Becoming Informed about Discrimination

Traditionally, certain school subjects, life styles, interests, and jobs have been thought to be only for whites or for men. In the past, blacks, women, older adults, and Native Americans have usually had few choices in job categories, and those jobs they could choose were often low-status, low-paying ones. Discrimination occurs when a person's choices are limited solely because of race, age, sex, religion, marital status and so on.

Discrimination often works two ways. Not only have school leaders, textbooks, and employers been prejudiced, but historically many women, blacks, and older adults came to believe the same ideas. So few people saw the need or were willing to fight for changes.

Today many people are trying to change rigid and unfair ideas about what is right for men but not for women, right for whites but not for blacks, or right for young adults but not older ones. In the last 15 years, changes have been taking place that have affected all of our lives. You don't have to believe in Women's Liberation, Black Power, or the Gray Panthers to be aware of the fact that you can grow by returning to school, working, or developing a new interest. And you do not have to reverse your whole life style to free yourself and your family from prejudices and stereotypes.

STEREOTYPES

A stereotype is a belief that may be true of some members of a group but then is wrongly applied to all members. It is literally a mold that you try to squeeze all group members into even before you meet them—whether they fit or not. For example, someone might believe all blonds are dumb or all men are cruel. Stereotypes make life simple and comfortable: everyone who wears a blue hat is good and everyone who wears a green hat is bad. No one has to be considered as an individual. Races or ages or sexes can simply be lumped together under one label or stereotype. But this also conflicts with human nature because everyone wants to be thought of as an individual, not forced into a certain role because of their age, sex, or race.

Stereotyping and Discrimination in School

From early grades, children have in the past been treated differently by teachers, depending on race, sex, and wealth. Historically, teachers often expected more achievement and competition from well-to-do white boys, and children then tended to live up to or down to their teacher's expectations. Further, children's textbooks often contained stories that needlessly showed only young white men in powerful and active roles. Girls were even kept from becoming physically fit because they were not encouraged to play in games that required much physical strength. Children learned from these messages that not much is expected from girls and blacks.

Later in school, only the books, poems, music, and history of white males were taught. Children were put into "tracks" according to their goals. Those with low expectations rarely chose the tracks that led to the most chances for learning and jobs. Many girls even developed a dislike for math and a fear of doing well in school because they feared it would hurt their popularity and chances for marrying.

Some common stereotypes taught or implied by schools are listed below.

(1) Blacks are not as smart as whites.
(2) Women are quiet and serve children and husbands.
(3) Older adults have no place in school and should not be there.
(4) Men cannot cook and raise children as well as women can.
(5) Old people are not active.
(6) Girls are not strong and athletic.
(7) Blacks and Native Americans have no history or culture (art, music, literature).
(8) Women should not work outside the home.

All of these stereotypes are false, of course, but nearly all adults have been exposed to them. Whether you believed them and allowed them to limit your choices probably depended on your values and those of your family, community, and church.

Laws now forbid schools from treating students in ways that limit their chances of learning—regardless of their race, sex or age. Laws also require schools to open job training, sports, and home economics training to both sexes. Many schools have revised their textbooks and helped their teachers to remove stereotyping. In most states, adult education and community education classes are available for older students.

If you are thinking of returning to school, you will probably find somewhat less discrimination than when you were in high school. It is important for you to realize that you have a right to enroll in any course you qualify for. It is also important to realize you can get help to become more qualified.

Stereotyping in Jobs

Job opportunities for minorities, women, and older adults have generally been limited to low-status, low-paying service jobs. Women and older adults have not been considered serious workers--they were working for "pin money." Racial discrimination in hiring has sometimes been considered an attempt to keep blacks, Indians, and Spanish-speaking people in a permanent lower class. Minority people and women who succeeded in the past sometimes did so by imitating the behavior of white men rather than by developing their own potential.

Other forms of stereotyping have limited the opportunity for men to explore part-time work or nontraditional jobs such ~~as~~ nurse or secretary. Affirmative action hiring programs and counselors are helping to expand choices for women and minorities in many government-related jobs. Laws also protect the older worker from being refused a job simply because of age. Studies show that older employees, women, and minorities are good workers who perform well--sometimes better than their white male co-workers.

If you are planning to seek a job or advance your career, you need to learn what federal and state laws apply to your field so that you can be aware of your rights. Appendix A outlines some important laws. Your state Department of Labor can also help.

If you feel you have been treated unfairly (for example, not allowed in a class or refused a job or promotion because of your race or sex), you may file a charge with your Equal Employment Opportunity Commission's district office or the government office listed in Appendix A. Your library will have the addresses. If you have a job complaint and you cannot locate your district office, write: U.S. Equal Employment Opportunity Commission, 1800 G. Street, N.W., Washington, D.C. 20506. A charge must be written on a special form that they will send you. Another person, such as a lawyer, may file for you if you wish. Since this could be expensive, you might find a Legal Aid office in or near your community. A Legal Aid lawyer may be able to help you figure out if your rights have been violated and what you can do.

If you feel you have been discriminated against at work because of age, write the district office of the Department of Labor, Wage and Hour Division. Your library will have the address. If not, write the Wage and Hour Division, Employment Standards Administration, U.S. Department of Labor, Washington, D.C. 20210.

If you have been discriminated against at school, write the U.S. Office of Civil Rights, Department of Health, Education, and Welfare, Washington, D.C. 20201.

Stereotyping at Home

Nearly all household and family chores have been stereotyped. Cooking, cleaning, child care, and entertaining have traditionally been female chores, while lawn care, auto maintenance, and home repairs have been male areas. Girls have been taught household skills at home, while boys have learned repair skills from their fathers. Historically, men and women needed each other's skills to survive, and a mutual dependence resulted.

For many good reasons, these stereotypes are breaking down today. First, both boys and girls now want skills that will make them more self-sufficient. They want to know how to do all household chores themselves. Second, many adults are not married; they have no mate to help them so they need to be independent in order to care for themselves and their homes. Finally, among more than half of all married couples, both spouses are employed; when both work, chores usually must be redivided so that no one is overburdened. Often this means that chores once considered "women's work" are now shared by the husband and children.

- Trap. The object of reducing discrimination is to make more choices available to everyone. Sometimes it sounds as if a new stereotype is being formed, a stereotype that all women must hold full-time jobs, that all blacks must be college graduates. Remember,

  (1) your choices have been limited, and
  (2) you have more choices now, but
  (3) it is still OK to make traditional choices.

DISCRIMINATION EXERCISE

Imagine you are planning to return to school or look for a job and that this will change your home situation as well as bring you into contact with a school or employer. Now imagine that you can change your home role so that it fits your new needs ideally. If you are single, how could you rearrange your life style? If you are in a relationship or have a family, how could you distribute tasks fairly among all family members? What household chores would you still do? Which ones would you share with others? Who would you share them with? What new household skills would you need to learn?

Chapter 8

Becoming Informed about Opportunities

Even in the most rural areas, more opportunities are available to you now than ever before—not because there are more jobs or courses to study, but because you have a wider range of choices. If you are a worker, you can advance in your job, become physically fit, or learn a new skill by studying in your leisure time. If you are seeking work, you can apply for either traditional or nontraditional fields. If you are home-based (as a parent, homemaker, or retiree), you can learn skills and increase your knowledge in ways that will improve your home life or help you grow as a person.

TRENDS

Several trends in employment are already affecting the kinds of opportunities that will be available during the upcoming years. Of course, it is impossible to know the future, but it is likely that several of the following trends will develop and affect your opportunities.

(1) Technology and the use of automation will increase.
(2) Demand for unskilled and semiskilled production and clerical workers will decrease.
(3) Demand for professional and technical workers will increase.
(4) Sales occupations will increase, and many will require specialized and intensive training.
(5) Demand for trained service workers will increase. These positions will cover a wide range of ability and education, varying from positions that require only minimal education or experience to those requiring college or professional school graduation.

(6) Craftsworkers such as carpenters, typesetters, plumbers, and mechanics will experience slightly less than average expansion of their fields.
(7) Little growth or expansion is expected for laborers.
(8) The number of farm workers will decrease, but growth in farm-related occupations such as processing, distributing, and transporting farm products and supplies is expected.
(9) Leisure time and demand for leisure-time products and services will increase.
(10) Jobs will require more years of education.
(11) Farm income will have to be supplemented by outside work.
(12) Older adults and homemakers will take advantage of many personal growth courses in schools.
(13) Many women will have 25-30 years of life left after their last child leaves home.
(14) More new jobs will require math skills.
(15) Both husbands and wives will hold jobs and share chores.
(16) Volunteer experience will be helpful in seeking paid work or college degrees.
(17) College credit will be available for many adult learning experiences.
(18) People will live longer and healthier lives.

OPPORTUNITIES EXERCISES

1. Choose three of these trends and consider how they could affect you, your educational and occupational goals, your family, and your income. How could you react to these changes?

2. After you have completed all three, choose a friend or partner from your group and decide on a trend that is most likely to affect your life. Describe to your partner all the ways you think this trend will affect your life and then discuss ways you could react to these changes. Ask your friend or partner's ideas and feel free to offer your own ideas about your partner's trend.

Chapter 9

Becoming Informed about Changing Family Life

The American family has been changing quickly. Since 1900, each generation has been surprised (and often upset) at the changes. Our adult generation is no different. Forces inside and outside the family affect certain family activities and functions. Although the majority of families will remain unchanged in major ways, most families will feel some pressure and will change in at least some small ways.

FAMILY FUNCTIONS

Although every family is different, most families and single adults have similar goals. These are:

(1) to provide financial security
(2) to provide emotional support
(3) to provide sexual love and fulfillment for the adult partners
(4) to teach children values, rules, and skills
(5) to encourage self-fulfillment for family members
(6) to place family goals above others

Every family must talk and communicate. Decisions must be made. Tasks and roles must be assigned. Tradition usually sets a series of rules about communication, expected behavior, and decision making. Below are some traditional rules often accepted in families.

(1) All adults should be married.
(2) Husbands should work at steady paid jobs and support the family.
(3) Wives should provide emotional support, rear children, and work at home jobs.
(4) Self-fulfillment comes through being a husband or wife and pursuing activities appropriate to your sex.

(5) Power rests mainly with the husband, but wives have power over daily home decisions and child rearing.
(6) Sacrifices are made only to benefit children.

To a large degree, traditional rules have furthered family goals. The family can be closely knit, and decisions can be easily made. Most men and women were reared to perform traditional family activities and are good at them. All in all, the system works well for most families. However, external pressures and nontraditional family members may force some families to re-think these rules.

NONTRADITIONAL FAMILY MEMBERS

Whom can the rules hurt? Single adults, widows or widowers, retirees, childless adults, and divorced parents all suffer to some extent from traditional rules. Often these people have either no function or too many functions in the family. For example, a widow may have to be both mother and father, or retirees may lose all the family tasks they once held. To a lesser extent the same is true of any adult who requires sacrifices from others to meet personal goals (such as education, getting or changing a job, learning new skills). In other words, many readers of this book may find that the rules don't really help them meet the goals for their family or for themselves as single adults.

EXTERNAL PRESSURES

In addition, changes outside the family have a big impact on the family. Some changes are good and help people, but others are dangerous or harmful. Although people also disagree about which changes are good and bad, most external changes do put pressure on the family. Even very isolated rural families now feel these pressures.

Not all pressures can be listed here. Some examples are mentioned so readers can see the impact on the family. Think how these pressures affect you or your family.

(1) World events—wars, energy crises, rise of cities and factories, crime.
(2) Economic changes—depressions, strikes, inflation, world trade, cheap imported products, high housing costs, end of crop subsidies.
(3) Climate changes—disasters, droughts, crop failures, crop over-supply.
(4) Social changes—required education, government welfare programs and social services, integration, women and men's liberation, worker's unions.
(5) Inventions—television, automobiles, computers, appliances.

Other pressures that create change in families come from the natural changes that occur as the family matures. These stages may require important rule changes.

(1) Stage one — new relationships. The couple get to know each other and make rapid changes learning to live together.
(2) Stage two — early marriage to birth of first child. The couple experiments and enjoys the relationship. Workers explore careers. Some planning and saving for the future.
(3) Stage three — children pre-school. Economics and emotional impact of young children create changes toward home focus and job stability or advancement. Single adults and childless couples may make a similar change in their thirties.
(4) Stage four — school-age children. Parents have energy to commit to personal goals and to focus on children's activities. Children become more responsible; as teenagers, the children often clash in values with their parents.
(5) Stage five — children leave home. As children develop their own lives, parents focus on personal growth and relationships. Often this is a time of self-doubt. This is also common in midlife among childless adults.
(6) Stage six — retirement. With job pressures and income reduced, adults focus on family and interests. Parents may begin to seek money and support from children. This can be financially troubling for single adults with low fixed incomes.
(7) Stage seven — death of partner. Emotional support base changes from partner to children, friends, or self. Personal grief and dealing with pain. For single adults, changes may be less severe.

Which stage are you in now? What are some rule changes you have been considering?

NEW PATTERNS IN FAMILY LIFE

In response to unmet needs of family members and to external pressures, some families or family members are creating new rules and new relationships. Their family goals may remain unchanged, but they are looking for different routes to meet these goals. These new patterns tend to have marriage partners share family tasks and make joint decisions. They also increase support for the personal development and self-fulfillment of adults. The keys to having a successful new pattern are:

(1) understanding each other's views
(2) continuing open discussions
(3) being willing to change
(4) being open to compromise
(5) sharing new experiences with the family
(6) focusing changes on meeting family goals

If these conditions are absent, the new pattern could threaten the family and cause it to break up rather than to grow. Some new patterns and how they could meet family goals are described below.

A. Dual-worker family. In this family pattern, both partners work and share decision-making power. Usually all family members, including children, share household chores, and both parents provide child care. Often another family member or day-care center provides child care as well.

B. Shared jobs/shared child rearing. Although other goals may be met in traditional ways, this pattern has both partners focusing on one joint activity. Some couples are dividing time to provide full-time parenting for their children. Others are running businesses and farms as partners or are actually sharing one job in a business or school.

C. Reversals. The wife works at a paid job and the husband primarily works on home tasks and children. Sometimes power is shared; sometimes one partner keeps most of the power. This pattern is often a temporary one.

D. Extended family. Reversing a recent trend, many families are choosing to return to their home towns and live close to their parents and siblings' families. Many times this involves sharing child care with aunts, uncles, and grandparents or pooling money for emergencies and special causes.

E. Single adults. Many single, divorced, and widowed people are choosing to remain unmarried. They may join extended families or live with other adults, but often they work and care for themselves. Usually they seek a variety of social and service activities to meet some of the emotional needs that would otherwise be met by the family.

FAMILY CHANGES EXERCISE

Below are listed certain external pressures. Choose one or make up one of your own and discuss with your group the effect it would have on your family pattern or life style. Consider how it would affect your finances, emotional support, love, children, self-fulfillment, and sacrificing for family.

All children leave home ______________________________________

____

____

Need to save money to buy house ______________________________

____

____

Partner dies ____________________

Move to another town for partner's job ____________________

Ill health ____________________

Divorce ____________________

Pregnancy ____________________

Chapter 10

Becoming Informed about Decision Making

Decisions to return to school or work or to begin some new area of personal growth in your life require weighing all the choices carefully. You may find there are emotional decisions or conflicts regarding your choices. In addition, if you have a family, you may need to consult them or make a joint decision. This chapter will outline the process for making individual decisions and joint decisions. It will also discuss ways to resolve conflicts with others and within yourself.

INDIVIDUAL DECISIONS

When you have authority over others or are making a decision that affects mainly you, there is a logical way to insure that you consider all your options. That process is outlined below.

Step 1 Define the problem.
What needs to be decided? Why do I need to decide now? Who will be affected and in what ways?

Step 2 Define the limits.
How much time do I have to decide? Who can help me? What are my goals? Who will hinder me? How will I know when I'm satisfied? How does my geographical location limit me? What prevents me from taking action? What feelings of mine will hinder my decision making? How much money can be spent if money is involved?

Step 3 Brainstorm.
Without judging or censoring any ideas, write down *any* and

all possible solutions to the problem. For now, write even ones that seem far-fetched or silly to you; they may lead to other ideas.

Step 4 Trim the list.
If your list is very long, eliminate choices that are highly unlikely.

Step 5 Seek advice.
Ask your friends or family if they have any ideas about possible solutions, but be sure to let them know you are just looking for suggestions, not letting them decide for you. Reading advice books may help.

Step 6 Seek information.
You may need to write or call for information regarding some of the solutions.

Step 7 Consider the forces for and against.
Take each possible solution individually and list all the forces for and against choosing it. (See the example under Step 8.)

Step 8 Weighting.
Using a 1-10 scale with 10 as high and 1 as low, give a weight to each force for or against each choice, depending on how important it is to you or how close it is to your values. The numbers beside each force below are examples.

Solution: Enroll in knitting class

Forces For	Forces Against
3 inexpensive tuition	10 doesn't lead to any job skills
1 fun	2 materials expensive
2 meet people	3 afraid to drive at night
6	15

Step 9 Reduce the forces against.
Check all the forces against to see if they could be reduced in force (given lower weight) or eliminated altogether by making a change. In the example, "afraid to drive at night" could be eliminated if the person could get a ride, practice night driving, walk, or conquer the fear. The 3-point weighting would change to a 0, and this would change forces against from 15 to 12.

Step 10 Compute a total score for each solution.
If you reduced the forces against, use the new number to compute the total score for each solution. Subtract the points "against" from the points "for." It is possible that you can get a total

score of less than 0 if a solution has more points "against" than "for"; if so, simply record the amount below 0 as a negative score. In the example, 6 points "for" and 12 points "against" would come out as a -6 total score for that solution.

Step 11 Compare and react.
Compare the rating score for each solution. Also check your feelings and hunches about what is best.

Step 12 Rank.
Rank the solutions in order from highest to lowest rating. If you need only one solution, take the best. If you need to narrow your choices, explore the top three or four. Up to now, this process may have seemed a very numerical one and one that did not take into account your feelings about these things. Decision making is almost always an emotional and difficult process and often it arouses strong feelings of excitement, nervousness, confusion, anticipation, etc. When the decision affects more than just you, then the feelings of others can be involved and disagreements and conflicts can arise. The process presented here is designed not to deny the feelings of those involved, but rather to help you consider all the possibilities and make the best decision.

Example

Step 1 Define the problem.
Now that all of our children are in school, what should I do with my free time? I need to decide now because I know I will be bored with all of this time on my hands. My husband will be affected because I won't always be at home. The meals may not always be ready on time. We may have to share some of the chores if I take a job or decide to return to school. The children may also be affected in the same ways as my husband.

Step 2 Define the limits.
I have plenty of time to decide, but I would like to decide on a plan within the next six months. I could get help from the local women's center for continuing education. I'm limited to this geographical area because we are settled here. Money should not be a great factor since my husband is making a fairly good salary. We might be able to afford some schooling if that were necessary for what I wanted to do.

Step 3 Brainstorm.
a. pursue gardening
b. return to school in carpentry
c. take a part-time job
d. take a full-time job
e. pursue a physical fitness program

f. do volunteer work at the hospital
g. volunteer at the orphanage
h. learn a foreign language on my own
i. get more involved in community activities
j. learn more about needle crafts
k. learn more about auto mechanics
l. get a college degree
m. spend more time on quilting
n. learn to make pottery

Step 4 Trim the list.
Eliminate h; I don't have the self-discipline to learn a foreign language on my own. Eliminate a, j, m, n, e; I want to do something that will take me out of the house and allow me to meet some new people.

Step 5 Seek advice.
A couple of my friends suggested that I get into a real estate business, so I think I'll add that to my list.

Step 6 Seek information.
Carpentry and auto mechanics are offered at the local technical institute. After checking at the admissions office, I found out that I could get into the local college and begin work toward a Bachelor's degree. A course in preparing for the exam to become licensed as a real estate agent will be starting next month at the college. Given my present skills, the job market does not look great. Returning to work at this time before further education and training would be difficult.

Step 7 Consider the forces for and against.

Step 8 Weighting.

	FORCES FOR		FORCES AGAINST
	Get a College Degree		
10	could lead to a better job	0 ~~6~~	expensive tuition
6	meet new people	4	time consuming
7	increase knowledge	4	college far away
23		8 ~~14~~	
	Volunteer at Orphanage		
7	helping others	10	no pay
5	flexible hours	7	orphanage far away
8	time around children	0 ~~8~~	possible night work
20		17 ~~25~~	

Take a Part-time Job

7	extra money	4	time consuming
8	flexible hours	10	usually not high paying
8	leisure time	5	possible night work
23		19	

Step 9 Reduce the forces against.
Expensive tuition could be reduced if I could get some financial aid or a loan from the school. It could be reduced to a lower number or even to 0. Possible night work could be reduced to 0 if I could arrange it with the orphanage director.

Step 10 Compute a total score for each solution.

get a college degree 23 - 8 = 15
volunteer at orphanage 20 - 17 = 3
take a part-time job 23 - 19 = 4

Step 11 Compare and react.
It seems that I'm leaning towards getting a job at some point and possibly getting further education first. I'm ready to be paid for my skills and knowledge rather than doing volunteer work in the community.

Step 12 Rank.

1. get a college degree
2. take a part-time job
3. volunteer at orphanage

JOINT DECISIONS

Many family decisions call for joint decision making, especially between spouses. Depending on your family pattern, joint decisions might include planning your careers together, deciding about school, planning vacations or free time, moving, or making major purchases. If the decision you are making is joint, follow the process outlined for individual decisions, with the following changes.

Step 1 Define the problem.
Pay special attention to defining the issues. For example, one partner may believe she or he is deciding "whether to take a second job or not," when the other partner believes the decision is "what job to take."

Step 2 Define the limits.
Cover rules such as "Who has power?" Can one partner out-vote another? Is criticism allowed? What are the standards the

decision must meet to be valid? What if you don't agree? Will a compromise or trial solution do? And so on.

Step 3 Brainstorm.
Brainstorm separately and then pool your lists.

Steps 4-6 Same as individual decision

Step 7 Consider the forces for and against.
Have each involved family member list the forces for and against every solution. It is best to do this individually and then share reasons.

Step 8 Weighting.
Each person should weight his or her forces for or against and compare the importance different factors have for each person.

Step 9 Reduce the forces against.
Negotiate and discuss together how to reduce the weight of or eliminate altogether any of the forces against.

Step 10 Compute a total score for each solution.
Have each involved family member do this and then try to come to some agreement about a total score for each solution.

Step 11 Compare and react.
Discuss the findings and check your feelings and hunches about each one.

Step 12 Rank.
Rank the choices separately and then share rankings.
If you don't agree on one choice (or the top three if that was desired), try to do one or more of the following:

(a) negotiate--sell each other on one idea
(b) compromise--choose next high-ranking choice that is generally agreeable to both of you
(c) compensate--one person takes his/her favorite solution with the promise that the partner will make the next decision of equal importance
(d) trial--make a temporary commitment to one solution, try it, and then evaluate it before you accept it or try another solution
(e) arbitrate--ask an expert or outsider to help you decide
(f) disband--postpone deciding

Decisions made using these two formal processes should be fairly important ones; not every decision merits these rather long processes. Decisions about working, choosing a job, returning to school, and selecting a major are usually important enough to use a formal process.

DECISION EXERCISES

1. In the Extra Materials packet is a pink sheet with a grid on it. Return to page 27 in Section I and record your rankings for personality, values, interests, skills, and priorities in the proper spaces on the grid. This grid will be used in conjunction with Exercise 2, below. In the option spaces at the top of the grid, write the possible solutions left after Step 4 of Exercise 2. Then compare each option with each ranking. For example, suppose part of your grid looks like this

Personality	Option 1 Agriculture	Option 2 Biology
1. Realistic	X	
2. Enterprising	✓	

As you look at an option, such as a major in agriculture, ask yourself if it matches each personality type. If it matches well, put an X in the box; if there is a possible match, mark a ✓. In the example, Option 2 does not match either of the two personality types so the boxes are left blank.

The grid and your school or job information sheets in Chapters 11 and 12 will be used to provide some of the information that you will use in the exercise that follows.

2. As you do this exercise there will be a point at which you will need to skip to the information chapters (11 and 12) and gather information in order to practice an individual decision. After you gather the information, return to this exercise and complete it. In reality, you may not need to decide now or you may want to decide jointly. But for now imagine that you are deciding individually so that you can PRACTICE THE PROCESS.

Step 1 Define the issue: what you want to decide.

____

____

Step 2 What are the rules and limits?

____

____

____

Step 3 Brainstorm

Step 4 Trim the list. Cross out any solutions you will not consider.

Step 5 Seek advice. Add advice here or to the brainstorming list.

Step 6 Seek information. Write information next to solutions here. Information seeking is described in the next two chapters. Return to this after you complete the exercises in Chapters 11 and 12.

Step 7 Consider the forces for and against. Space is given on the next page for four possible solutions. Use extra paper if you have listed more than four solutions.

Solution 1 ____

FOR	WEIGHT	AGAINST	WEIGHT
________________	___	________________	___
________________	___	________________	___
________________	___	________________	___
________________	___	________________	___
Total	___	Total	___

Total for ___ - Total against ___ = GRAND TOTAL ___

Solution 2 ____

FOR	WEIGHT	AGAINST	WEIGHT
________________	___	________________	___
________________	___	________________	___
________________	___	________________	___
________________	___	________________	___
Total	___	Total	___

Total for ___ - Total against ___ = GRAND TOTAL ___

Solution 3 ____

FOR	WEIGHT	AGAINST	WEIGHT
________________	___	________________	___
________________	___	________________	___
________________	___	________________	___
________________	___	________________	___
Total	___	Total	___

Total for ___ - Total against ___ = GRAND TOTAL ___

Solution 4 ____

FOR	WEIGHT	AGAINST	WEIGHT
____________________	____	____________________	____
____________________	____	____________________	____
____________________	____	____________________	____
____________________	____	____________________	____
Total	____	Total	____

Total for ____ - Total against ____ = GRAND TOTAL ____

Step 8 Weighting. Write weights on lines to left of forces.

Step 9 Reduce the forces against and write the new weightings above.

Forces Against	Ways to Reduce Them
1. ____________________	1. ______________________________ ______________________________ ______________________________
2. ____________________	2. ______________________________ ______________________________ ______________________________
3. ____________________	3. ______________________________ ______________________________ ______________________________
4. ____________________	4. ______________________________ ______________________________ ______________________________

Step 10 Compute a total score for each solution and list the scores below.

Solution	Total Score
1. ______________	1. ______________
2. ______________	2. ______________
3. ______________	3. ______________
4. ______________	4. ______________

Step 11 Compare and react. Check your feelings and hunches about what is best.

Step 12 Rank. Rank the solutions in order from top to bottom ratings.

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________

5. ____________________________

6. ____________________________

3. After you have gone through Exercise 2 on your own, choose a friend or a partner from your group and go carefully through the exercise again, explaining your responses to each step. Ask your partner for other ideas; she/he may have ideas about possible solutions that you may not have thought of or ways to reduce some of the forces agains.

CONFLICT RESOLUTION

Two kinds of conflicts need to be resolved. Internal conflicts, described in Section I, are conflicts within yourself. External conflicts are between you and another person or between you and an organization. Not all conflicts can be resolved. Some conflicts will require professional counseling. However, the methods described here will help in many cases.

Internal Conflicts

To resolve a conflict in yourself, first focus on the harm that the conflict is causing you. Is it worthwhile to resolve this conflict? How would you be freed if the conflict were gone? Follow these steps with a conflict you actually have. For example, suppose you were confused about school.

Step 1 Define the issue.
Confused about school.

Step 2 What are the conflicting points of view?
I want to go back to school.
I'm afraid to go back to school.

Step 3 What kind of conflict is it?
This is a yes/no conflict.

Step 4 Seek out other solutions.
Go to school part time; get emotional support to battle fear.

Step 5 Argue with yourself. Get a second chair and pretend the two (or more) views are different people. Person one can hold one view; person two can hold the second. Allow the two people to fight and argue. Try to do this out loud. Have the people exaggerate their views ("Take me!" "No, no, take me!"). Move back and forth from chair to chair as you take each point of view.

For example, person one argues for school, describing achievement, new skills, pride, new friends. Person one shouts, "Yes!" Person two argues for avoiding school, describing hard work, time away from family, the stupidity of your seeking school when you're sure to fail. Person two shouts, "No!"

Step 6 Observe the conflict. Listen to what persons one and two say and try to get the two together. Accept that school is frightening and that you're not sure. Decide to take two courses and concentrate on proving to yourself that you won't fail.

External Conflicts

To resolve a conflict with another person or an organization, you first must have the second party agree that they, too, want to resolve the conflict or disagreement. The first rule is that conflicts are ALMOST NEVER just one person's fault. Resolving a conflict cannot mean getting the other person to do it YOUR way unless you are compensating (see decision-making section). Usually it means both parties must change. Here is a method. It is similar to decision making because external conflicts are usually just very emotional decisions.

Step 1 Define the issue.

Step 2 Describe the opposing views and restate them to each other.

Step 3 Remind each other that it is OK to disagree and that you can still respect and like one another. Do this aloud.

Step 4 Search for compromise.

Step 5 Outline how you are helping to cause the problem. Share these thoughts with each other and restate the issue. Do not defend yourself or excuse the other.

Step 6 Outline possible changes you could make to resolve the conflict. Share these with each other and restate the issue.

Step 7 Discuss the changes each could make. Put weights 1-10 for how difficult the changes would be for you.

Step 8 Trade changes until the conflict is reduced.

Chapter 11

Becoming Informed about Educational Resources

You may want to learn for several reasons: (1) you always wanted to go to college but life circumstances prevented you; (2) you now have decided to learn a skill or pursue a new interest; or (3) you have chosen a career goal that requires more educational training. Regardless of your reason--and those were only a few--it is important that you think carefully about what school or experience would be best for you and that you spend time learning the good and bad points of each choice you are considering. Therefore, for some of the exercises in this section, you will need to have a list of schools or learning opportunities and information about them.

SCHOOL PROGRAMS

Most schools will send you their catalogues or bulletins if you request them. If the school is nearby, you could simply pick one up at the admissions office. Some schools offer degrees and full-time courses; others offer a variety of part-time courses at public schools in your community. In some areas, you can earn college credit for television lectures.

The more formal the program, the more likely it will be to offer support services such as tutoring, reading- and study-skills groups, counseling, and educational advising. Most schools that grant degrees also have a placement office to help you find a job after graduation and financial aid offices for loans, scholarships, or part-time work if you qualify. Don't be afraid to ask questions about special help offered to women, minorities, and older adults. Even if special services are not available, schools sometimes have a contact person who may be helpful and who can usually be located through the admissions office. Less formal education programs may be less expensive but rarely offer support programs. You may need to find supportive friends and books such as this one to help you cope with problems and stresses.

Starting School

Check at the admissions office to see if the school you want to attend has a special counselor or coordinator to help adults return to school. If not, the admissions office will usually help you.

Often you can take a few courses to explore before you formally apply to a degree program. In fact, if you have been away from school for some time, many schools recommend or require that you take courses part time at first. These part-time courses may not only help you to be accepted as a full-time student later, but may also give you an idea of whether school is right for you and what you might want to study. Often you become more confident after taking one course because it is a pleasant surprise to see what a good student you are as an adult.

Although informal programs usually have minimal or no admissions requirements, you may need to take an entrance examination, such as the Scholastic Aptitude Test (SAT), for most colleges and universities. You will need to find out what examinations are required by the schools you want to apply to and when and where such examinations are given. This information is usually listed in the school catalogue or bulletin. If you have any trouble, check with the admissions office. Some schools make special exceptions for older students about these examinations; at times you can postpone them until you have completed some course work. Again, the admissions office will have access to such information or will tell you where you can locate it. You may find it helpful to study for entrance exams, and a number of study guides are sold in bookstores or can be borrowed from a college library or counseling center. There are also books to teach adults how to do better on all school tests. One such book is listed in Appendix C.

CLEP

One way to secure advance credit before returning to school is by taking College-Level Examination Program (CLEP) tests. Sponsored by the College Entrance Examination Board, CLEP offers you the opportunity to obtain college credit by tests for on-the-job experience, volunteer experience, purposeful reading, correspondence courses, television or taped courses, or any other method by which you feel you have gained useful knowledge. Not all schools accept CLEP scores for credit, so it is important to ask first the community college or school you wish to attend about its policy on CLEP scores and other admission requirements.

The CLEP examinations are given at test centers throughout the United States during the third week of each month. Two groups of exams are offered: (1) five general exams covering English composition, humanities, mathematics, natural sciences, and social sciences and history; (2) more than 40 subject exams covering subjects offered in specific college courses such as trigonometry, elementary computer programming, Afro-American history, and introduction to business management.

To receive an application blank, write to the College Entrance Examination Board, Box 1824, Princeton, New Jersey 08540. You can also write to this same address for a $1.00 booklet entitled CLEP General and Subject Examinations: Descriptions and Sample Questions. Be sure to include your $1.00 check or money order with your request.

New Degree Programs for Adults

There are a number of new kinds of degree programs that have been developed especially for adult learners. These programs are described in some detail in an excellent book by Elinor Lenz and Marjorie Hansen Shaevitz called So You Want to Go Back to School: Facing the Realities of Reentry. The degree requirements in some of the programs were developed to make it possible for adults to earn a college degree while pursuing careers or carrying family responsibilities. Some programs offer credit for work experience, for volunteer work in a community agency, for participation in a local civic activity, and for homemaking competencies. If you are interested in receiving credit for any of these things, you should first contact the admissions officers at local colleges to determine whether they have previously credited or are open to the idea of crediting nontraditional learning. It is also important to find out from them what kind of information and documentation they would need in order to grant credit. You have nothing to lose by looking into gaining credit for life experiences. The books in Appendix C list other resources for learning about these nontraditional programs.

Home Study and External Degrees

Some college credits can be earned through home study or enrollment in college extension courses offered on television or in local schools. Usually entrance requirements for such courses are minimal. These courses are different from correspondence school courses because they are offered by colleges with regular on-campus programs. To find out about extension courses, write to the extension division of your state universities or nearby private colleges.

In some cases, it is possible to earn an entire college degree through off-campus study. These programs, associated with regular university campuses, usually offer credit for work experience and independent study, student-directed learning, flexible time commitments, and the chance to learn nontraditionally by arranging for tutors, apprenticeships, and other experiences. Campus contact is maintained by visits and talks with the on-campus advisor. To obtain a list of colleges offering degrees for off-campus study, write the Office of New Degree Programs, Educational Testing Service, Princeton, N.J. 08540.

An external degree earned from such a program is a new concept. Some employers may question the validity of a degree earned by off-campus experiences. You may need to "sell" future employers on the value of your degree.

Phony and useless schools do exist. It is even possible that the school could be accredited and still be useless. It is best to stick with established schools that you know have regular campuses.

Influencing Course Offerings

If the skills you want to learn are not taught in your area, or if you are not satisfied with the support services or courses available, you may still be able to get what you want if you are dealing with a state- or county-supported school. Contact the individual at the school who coordinates adult learning, counseling, or special services. Explain your need. It will help if you can name other people with a similar need. It may be possible for a special course or independent study to be arranged for you. But you must be persistent.

EDUCATIONAL RESOURCES EXERCISES (Omit if you are not considering school)

1. Choosing schools. If more than one school or educational program is available in your area, look over the information you have about each. Compare course offerings, costs, distance, size, support services, advance credit for previous studies or experiences, and difficulty of admission.

Name of School

1. ______________
2. ______________
3. ______________
4. ______________

Courses Offered That Interest You

1.a) ______________
b) ______________
c) ______________
d) ______________
e) ______________

2.a) ______________
b) ______________
c) ______________
d) ______________
e) ______________

3.a) ______________
b) ______________
c) ______________
d) ______________
e) ______________

4.a) ______________
b) ______________
c) ______________
d) ______________
e) ______________

Tuition Per Semester/Quarter Hour

1. ______________
2. ______________
3. ______________
4. ______________

Distance from Your Home (in miles)

1. ______________
2. ______________
3. ______________
4. ______________

Number of Students

1. ______________
2. ______________
3. ______________
4. ______________

Advance Credit Available for Previous Studies or Experiences

1. ______________
2. ______________
3. ______________
4. ______________

Difficulty of Admission

1. ______________
2. ______________
3. ______________
4. ______________

Support Services (check (✓) if present)

Adult Learning Division	Counselors	Financial Aid	Job Placement
1. ______	1. ______	1. ______	1. ______
2. ______	2. ______	2. ______	2. ______
3. ______	3. ______	3. ______	3. ______
4. ______	4. ______	4. ______	4. ______

Academic Assistance (check (✓) if present)

Reading Skills	Study Skills	Math Clinic	Remedial Help
1. ______	1. ______	1. ______	1. ______
2. ______	2. ______	2. ______	2. ______
3. ______	3. ______	3. ______	3. ______
4. ______	4. ______	4. ______	4. ______

2. Choosing courses. In Section I of Becoming you were asked to categorize your personality type, interests, and skills according to the six codes — Realistic, Investigative, Artistic, Social, Enterprising and Conventional. Below list the two codes that you feel most accurately describe you and your interests.

Codes	Major	Courses
1. ______	______	______
	______	______
	______	______
		______
2. ______	______	______
	______	______
	______	______
		______

Now study your list of courses or school catalogue and find majors or courses that you think fall into these categories. Write them on the lines after the code name if you are interested in them. For example, a course in carpentry or woodworking would fall under the Realistic category. One in science or math would come under Investigative. If you are not sure which category is the most appropriate one, just make your best guess and move on to the next one. The Occupations Finder and the descriptions of the six types on pages 3, 4, and 5 may help also. This exercise can only offer a brief way of narrowing down possible majors. The best way for you to choose a major and the courses required for it is to see a career counselor or academic major advisor at the school you choose. Check with the admissions office about how you can arrange to see these people.

If you want to learn more about unfamiliar majors, read the descriptions in the catalogues, ask the admissions or registration officer, or make an appointment to interview an instructor. It is best not to eliminate a major until you know something about it. You may not need to decide on a major until you have been at school for a semester or two. If so, you can explore different areas.

PERSONAL GROWTH PROGRAMS

If you are learning a new skill or interest through personal growth experiences, you may have several formal or informal ways to learn. Formal instruction can come from school courses, private lessons, group lessons, or short workshops and training seminars. Some job-related mini-courses are offered through large companies. Although most personal growth learning experiences will not earn college credit, the formal experiences generally do cost money. The difference in fees can sometimes be very large from one training site to another--especially from a tax-supported class at a public school or university to private instruction in the community.

Informal learning resources will rely on your personal network of friends and family. You may be able to trade services or teaching skills with your informal instructor, or she/he may teach you for free. It is important that your instructor understands in advance how much time and energy the teaching will require. Remember, you will need to take informal learning seriously and to practice or do homework as often as if you were in a regularly scheduled class or apprenticeship.

EDUCATIONAL RESOURCES EXERCISE II

Look into your top three or four interests to see what formal or informal learning opportunities exist. For formal learning, check with your library, community school program, church, Y-center, community center, private instructors (see phone book), college extension, community college, social club, or recreation department. Some of these may have pamphlets; for others you will have to take information over the phone. For informal learning, ask your family and friends to recommend a good source.

List below both formal and informal learning opportunities for one interest. Also list costs, length of training, and any description of the learning experiences you can find. Use more paper for additional interests.

Name of Training Site/Person	Cost	Length of Training	Description
Formal learning			
1. ____________________	____	______________	______________ ______________ ______________ ______________
2. ____________________	____	______________	______________ ______________ ______________ ______________
Informal learning			
1. ____________________	____	______________	______________ ______________ ______________ ______________
2. ____________________	____	______________	______________ ______________ ______________ ______________

Chapter 12

Becoming Informed about Jobs

If you are seeking a job for which you already have training, you need to know how to

(1) find out about jobs,
(2) write resumes and applications, and
(3) interview with employers.

If you have training but no experience, you may need to volunteer for a few months to get experience in your field, or take a low-paying job in that field or a related one that offers further training and experience.

- Trap. The biggest trap in job hunting is to believe there is a perfect job for everyone. If you believe this, you insure your unhappiness, because no one is happy with his or her job all the time. You can try to change bad working conditions, seek promotions, or change jobs if you are truly frustrated. However, every job has some frustration, hassle, or unpleasant aspect.

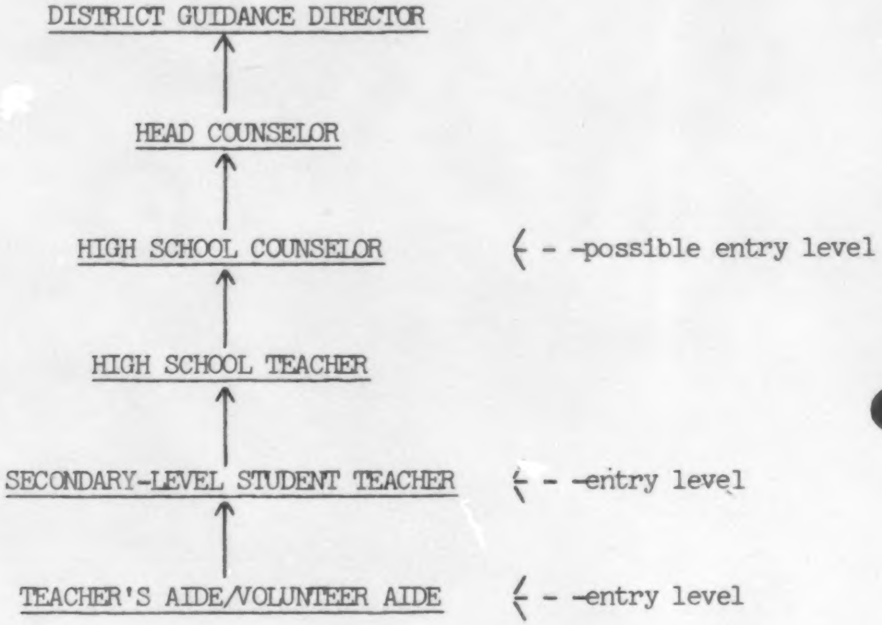
CAREER PLANNING

It is hard to define exactly what makes the difference between a job and a career. Part of the difference is the worker's attitude. A career worker is committed to a field, learns, and considers seeking advancement and promotion.

In career planning, you should identify the top advancement job you aspire to, or the top job in your field. Then learn the route to getting that job. You can do this by interviewing people who have the job, by studying the job and the field in the Occupational Outlook Handbook, or by writing for information (see Appendix B).

Career Ladder

When you have identified the top job(s) you might like, outline the different routes to getting there. Below is an example for becoming a Guidance Director for a school district.



Once you have done this, find out the skills each job requires. To learn skills, you may need formal education and degrees. However, some skills can be obtained through volunteer or home experiences or other jobs outside the direct career ladder. The figure on the next page shows some possible steps to reaching the job of District Guidance Director. Skills at the bottom of the ladder are also needed in each higher level job.

GUIDANCE DIRECTOR
administrative and managerial skills; supervisory
skills; knowledge of counseling; guidance certification;
Master's degree
↑

HEAD COUNSELOR
administrative skills; counselor skills
↑

HIGH SCHOOL COUNSELOR
counseling skills; knowledge of schools;
Master's degree in counseling; guidance certificate
↑

HIGH SCHOOL TEACHER
teaching skills; classroom management;
college degree and teaching certificate in subject area
↑

STUDENT TEACHER
education major; knowledge of subject matter
↑

TEACHER'S AIDE
interest in children; high school graduate

In the example, a person with a high school diploma could start as a volunteer in the schools, and perhaps then work as a paid teacher's aide. Advancement would come with both formal education and learning administrative and supervisory skills.

Having a career ladder in mind will help you choose jobs and activities to build your career. In some cases this could even mean taking a lower-level job that will build your career ladder rather than a better-paying job that does not provide the experience or skills you require if you want to advance.

Learning a Business

A career ladder is not the only way to plan for advancement. It is possible, although difficult, to enter a company at a low level and work your way up by getting to know a lot about that one company or industry. This differs from a career ladder in that the advancement route is not so direct and you focus on advancement in one particular business or industrial plant.

First pick a company that you want to enter--a publishing firm, for example. If there are entry-level jobs available, you may wish to take the job. Then study the business carefully.

1. Learn the power networks.
2. Learn how promotion and hiring decisions are made.
3. Meet supervisors and personnel officers who make decisions.
4. Identify a route to advance from job to job within the company.
5. Find a supervisor or "mentor" who notices your skills and is willing to help you.
6. Take extension courses or job training to increase your skills for the new jobs you want.
7. Be alert for chances to advance.
8. Apply for advancement jobs when they are available.

Career Advancement through Unemployment

It is even possible to plan for career advancement when you are not working. During layoffs, medical leaves, or full-time parenting, you can seek career advancement through part-time schooling, volunteer work in business, community service, or personal growth. The time commitment for these activities is often only a few hours a week, but the skills can be very helpful the next time you seek work.

Advancement

Career planning does not mean that the MUST strive to advance, but it provides the CHANCE for you to do so if you want. Even if you are delighted with a lower-level job, you may wish to move up in 5 or 10 years—so keep choices open.

JOB EXERCISES (Omit these exercises if you are not seeking work)

1. You will probably be happiest in jobs that call for skills and interests similar to yours and that are suited for people with your kind of personality. Section I helped you categorize your personality type, interests, and skills according to the six codes—Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Below list the two codes you feel most accurately describe you and your interests. A list of jobs that have been coded using the same system is in the Occupations Finder. Write the names of jobs with similar codes next to each code and include secondary codes. For example, Social Services Director would be written next to Social, with SEC written after it.

Code Jobs

1. ______________ ______________________

____

____

____

____

____

____

Code	Jobs
2. ______________	______________________
	______________________
	______________________
	______________________
	______________________
	______________________

2. Now look at the jobs you have listed in both categories above and choose the 10 most appealing. List them below.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

3. Obviously, you have not been able to include all possible jobs, and not every job you found will be available in your locale. However, you can begin to see the range of jobs that might interest you. Your next source should be your local Yellow Pages. Look through the businesses and companies and then write down ones that seem to fit your interests and skills.

______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________

4. Again look at the employers you listed above and choose the 10 most appealing.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

OCCUPATIONAL INFORMATION

In the exercises above you have probably found jobs that are unfamiliar to you. The best way to find out about an unfamiliar job is to talk to someone who already has that job. Your public or school library may contain some vocational files, which may be arranged alphabetically or according to a six-number government code. This is the same code used on the Job Interest Card Sort (Chapter 3). Another good source is a government book, Occupational Outlook Handbook, which also has the six-number code for each job. The Handbook, which covers hundreds of occupations, describes the nature of the work, place of employment, necessary training, salary, working conditions, and places to write for further information. The Handbook is available at most libraries. You can also purchase it from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Your area or state Job Service (formerly the Employment Security Commission) may have job forecasts for different occupations in your locale. These forecasts predict trends five years in advance. Check with your Job Service to see if this is available. They may also be connected to a computer information service or even a computer job matching service.

In Appendix B is a list of trade agencies for many job categories. If you write to these agencies, they will send you free pamphlets and other descriptive information about that occupation. Try to get as much information as you can about each new job you find.

JOB SEARCHES

Several important steps in the job search are outlined below.

(1) Identify all the resources available to you--public library, Job Service or Employment Security Commission, advertised openings, counseling services, books, friends. Find out the services and information available through each resource.

(2) Spend time learning about how to look for a job. There are many helpful guidebooks available (see Appendix C). Those who are hired are those who know the most about how the employment process works. You must learn the processes of the "hidden job market," which covers about 80 percent of the jobs you can get.

(3) Make a list of everyone you know who is working or who knows people who are working. Let these friends and acquaintances know what you are interested in and that you are looking. Ask them for suggestions and the names of others you can talk to.

(4) Talk to as many people as you can for information about the organizations they work in. Decide what kinds of organizations do what you want to do, and find people (employers, secretaries, people in all parts of the organization) who can help you understand how each organization works. Write a brief note to thank each person and let him/her know you are following through on his/her suggestions. Include your address and phone number.

(5) Use the services of job placement services. The Job Service or Employment Security Commission has a list of some jobs that are open. Ask them if you qualify for the Job Corps, Comprehensive Employment and Training Act (CETA) jobs, or some other government program. Check your school placement office. Read the want ads in the newspaper. You may decide to use a private employment agency. These agencies often charge a fee if you get a job; however, they do list open jobs. You do not need to pay them unless you get a job. But you are liable for the fee if you accept a job, then quit.

(6) Find out the standard application procedures for each job that interests you. Follow all the procedures carefully. Fill out application forms neatly and completely. Type them if possible.

(7) Be persistent. Use letters and calls to get interviews. Prepare carefully for interviews by organizing beforehand what you want to get across—what you have to offer, why you are interested. Be enthusiastic. Ask questions.

(8) Follow up with each organization that really interests you. Call back the persons who interviewed you. It is your responsibility to be sure your interest gets across to the persons who have the power to hire you.

(9) Be prepared for negative emotions. Job searches are often slow. You may contact many employers to get just one job. Your confidence is important, so try to control certain natural feelings at this time. It is common to feel discouraged and depressed at times. Discuss this with your group.

JOB HUNTING: MOVING OR STAYING PUT

When people are job hunting, it usually helps if they are willing to move to a new area, especially to a city, to find work. However, many people are unwilling to leave their home towns or don't want to ask their families to move. In considering this issue, you should think about:

(1) How would a move affect me and/or my family?
(2) What life style change would occur if I made a major move (example: country to city, south to north)?
(3) What values tie me to stay? What values urge me to move? Which values am I willing to compromise?

Chapter 10 on Decision Making can help you make this decision. If you are a parent, you may wish to include your children in the decision to move.

Locating job information about other areas often requires traveling to them. Before you visit, however, you can write the Job Service and Chamber of Commerce in the new city to get job outlook information and names of employers. You can also check your library for a phone book and newspapers from the town you are considering. If you have a special skill or training, write to your trade association (see Appendix B) to see if they have a placement service or a list of employers; ask if they will help in finding a new job.

If you are staying in your community, you can find local job information as outlined in this chapter. However, a person who is place-bound may have a hard time finding a first-choice job. Keep many job choices open for yourself. Within your top three job codes are many possibilities. Be willing to explore more job categories so you can find a job in your community. Also consider using the Learning a Business route described earlier.

CIVIL SERVICE JOBS

You may be interested in a job with the United States government. Federal employment opportunities vary by occupation, geographic area, and the number of qualified candidates available. For full information on opportunities and application procedures, contact a Federal Job Information Center (FJIC). FJIC's are listed in some local telephone directories under "U.S. Government." If there is no listing in your directory, you may call 800-555-1212 to get the toll-free number for an FJIC in your state. If the number is busy, keep calling. FJIC's get many calls and try hard to help each person. The Civil Service Commission, which operates FJIC's, encourages you to call the information specialists at your local FJIC before writing a letter or filling out an application. These information specialists can mail you lists of job openings, application forms, and pamphlets about work opportunities. A call can save you valuable time and effort. Some civil service jobs require a test. Ask about the tests during your phone call.

Your state government may also have a civil service system. If you are unsure whether your state has one, ask the Job Service counselor or your library. When you find the address, call or write to find out

(1) what kinds of jobs are included
(2) how to find out about jobs in your area
(3) how to apply
(4) if tests are required

Sometimes government pamphlets are hard to understand or the worker you talk to is very busy. With both federal and state jobs, be sure you understand all the information. Keep calling or writing until you do. Government workers are paid to help you, and you have a right to understand the information.

WRITING RESUMES AND APPLICATIONS

When you locate jobs you want to apply for, send a letter and a resume to the personnel officer, unless you've been advised of a different application process. The resume should outline in chronological order your jobs, schooling, extracurricular activities, and volunteer experience. After each activity you should note the skills used in it. A resume should be typed without errors and xeroxed or printed. Your cover letter should introduce you and indicate what type of job you want. It should also be perfectly typed and signed in ink. An application should be typed or in ink--some ask you to print. If you fill out an application at a company office, be sure to take along a list of facts, including (1) your social security number, (2) dates of birth of your children, (3) exact day and year of your grade school, junior high, high school, and higher education graduations, (4) type of degrees received, (5) list of honors, clubs, and organizations, and (6) dates of attendance for courses, workshops, and other learning or volunteer experiences that did not lead to a degree.

Sample resumes and letters are reproduced on the following pages.

SAMPLE RESUME

Judith Beecham
Route 7, Box 28
Granville, North Carolina 27442
Phone: (517) 933-5758

Education

School	Year	Course of study
Balsam Technical Institute	1976-77	electronics
General Davis High School	1953-57	diploma

Experience

Electrician's assistant 1977-present	Bayer Electrical Supply, Granville, North Carolina Assist licensed electrician in repair calls; inventory supplies.
Electrical supply clerk 1975-76	Bayer Electrical Supply, Granville, North Carolina Sold and stocked electrical products; did bookkeeping and ordered supplies.
Community service worker 1967-75	Granville Community Church, Clark County Commission on Aging, Granville, North Carolina Organized fund-raising campaign; supervised volunteers; provided meals for the elderly.

Additional Experience and Activities

Photographer for high school annual

Chairperson of Granville County Heart Fund, 1971

References

Available on request

SAMPLE LETTER

Grant Weatherby, Personnel Director
Clark Electronics
Granville, North Carolina 27442

Dear Mr. Weatherby:

I am interested in working as an electrician trainee at Clark Electronics. As a lifelong resident of Granville, I know that Clark is a reliable and respected firm.

I have been involved in electrical retailing and repair for two years. I studied wiring and electronics with Johnny Palermo at Balsam Tech and did the majority of the wiring on my own home last summer. My formal experience is outlined on the enclosed resume.

I shall call you soon to arrange an appointment. I hope that you will have a position for which I am qualified.

Sincerely yours,

Judith A. Beecham

Judith A. Beecham

INTERVIEWING WITH EMPLOYERS

Note that the sample letter indicates that the writer will be calling soon to arrange an appointment. This is an important part of job seeking. Follow your letter of inquiry with a phone call or visit. After an appointment is arranged, prepare yourself for the interview by learning what you can about the firm you are applying to and by being clear in your own mind about how you see yourself fitting into the company. Listed below are ten tips for job interviewing:

Ten Tips for Job Interviewing

1. Find out the exact time and place of the interview, and be on time.

2. Do some research on the company interviewing you. Before you go to the interview, think about questions you might wish to ask. Write these down.

3. Pay attention to personal appearance. Neatness and cleanliness count.

4. Avoid appearing nervous. Look at the interviewer when you are speaking.

5. Greet the interviewer by name and shake hands if the interviewer makes the first gesture.

6. Don't smoke unless invited to do so and don't chew gum.

7. Be prepared for questions such as:

   (a) "What can I do for you?" If you are asked this, be as specific as you can and be clear about the kinds of jobs you are applying for.

   (b) "Tell me about yourself." Describe those things about yourself which relate to the situation—your background, your education, and your work experience, if any.

   (c) "Why are you interested in this company?" Read the company's literature in preparation for this question.

8. Be enthusiastic. Look alert and interested.

9. Make sure your good points get across. Be sure the employer learns of all your qualifications--including informal learning and job skills acquired through volunteer work.

10. Use a call-back closing. Ask the interviewer if you may call back on a given date to see if any decision has been made.

INTERVIEWING EXERCISE

If you are nervous about interviewing with an employer, ask someone in your group or a friend to help you practice. Let your partner play the part of the employer and ask you typical questions like those mentioned in 7 above. After you have gone through the practice interview, ask her/him to fill out the rating form below on how well you did and how you might improve your interviewing skills. Then do the interview practice again. You may be surprised at how helpful this can be in reducing your nervousness about job interviewing and in building your confidence. After one person has practiced, switch roles and repeat the exercise.

Interview Rating Form

1. Job hunter is friendly and confident

4	3	2	1
always	usually	seldom	never

2. Job hunter has read about the company

4	3	2	1
obviously read	may have read	does not show she/he knows anything	obviously not familiar with company

3. Job hunter asks intelligent questions

4	3	2	1
asks two or more good questions	question(s) are routine	questions weak or unclear	no questions

4. Job hunter answers questions well

4	3	2	1
complete and clear	some hesitation	has difficulty	doesn't answer well

5. Job hunter is poised and well groomed

4	3	2	1
excellent	good	needs improvement	poor

6. Job hunter "sells" self

4	3	2	1
excellent	good	needs improvement	poor

7. Job hunter is organized and has application and resume

4	3	2	1
organized	somewhat organized	disorganized	careless

SUMMARY

In Becoming Informed you have learned about discrimination, opportunities, changing patterns in family life, and returning to school or work. As you begin to make changes in your life, you will find it increasingly important to become informed about these areas and others. Finding out all the information you need before you make any important decisions or plans can save you time and money and will prevent needless confusion.

3

BECOMING STRONG

Chapter 13

Becoming Strong by Organizing

BECOMING STRONG BY GOAL SETTING AND PLANNING

The previous section was designed to help you get information and make a decision. In this chapter you will learn how to set a goal based on that decision and then how to make a plan for reaching that goal.

DECISIONS AND CHANGES

Not all decisions require change. In fact, you may decide not to act or to wait until a better time. For example, a homemaker with a two-year-old child may decide not to attend school or work full time now. However, she may still plan; by taking one course every semester, she will complete eight courses before her child enters first grade. This would take little time from her parenting and yet still move her toward a goal.

Just as decisions may be joint, you can plan jointly--especially if you decide that both spouses will attend school or work full time. In families where you and your spouse work, you can plan together how to finance school, when to have children, vacations and locations, etc. For instance, you may jointly plan for one spouse to work while the other attends school and then later switch roles.

GOAL SETTING

Goal setting is important because your goal gives you something to look forward to and to work toward. It gives you a sense of direction so it should be stated as clearly, concretely, and specifically as possible. Examples of goals are:

(1) to learn about child development
(2) to get a job as an electrician
(3) to graduate from college
(4) to study business
(5) to exercise and become physically fit

When you write a goal, use action verbs, try to be concrete and specific, and use the most descriptive words you can. Based on the decision you made in the chapter on decision making, write your goal below. __________

____

DESIGNING A PLAN

Now that you have set a goal, it is important to design a plan or detailed program of action for attaining your goal. You should take several considerations into account as you design your plan, and the exercises below will help you come up with these important factors.

Motivation

Before you get too far along in making your plan, it is important to stop and examine how motivated you are, how much energy you have, or how excited you are about reaching your goal. How hard will it be to meet your goal? What time and money will it require? What support and encouragement will others give you? What will you gain or lose?

Rate your motivation from 1-10 (10 = perfectly motivated; 1 = no motivation) and write your rating here ______. Then list ways you might increase your motivation.

____

____

Obstacles

Obstacles are things that interfere with or stand in the way of progressing toward your goal. If your goal is to secure a job as an electrician, some obstacles might be your lack of training and/or lack of experience. Ways of dealing with these obstacles would be to attend a training program in electronics at a local technical institute and/or volunteer to help an electrician in your community for a few months to gain some experience.

Another type of obstacle might be a mental or emotional conflict. For instance, if your goal is to secure a job away from home and yet you feel guilty when you are not at home, then this conflict, often referred to as the "home-career conflict," may be an obstacle to your meeting your goals. It is important to deal with this conflict—for instance, by talking with others you know who have both a family and a job and seeing how they work it out. On the lines below write possible obstacles and conflicts, as well as ways to resolve them.

Possible Obstacles & Conflicts	Ways to Resolve Them
1. ____________________	1. ____________________
2. ____________________	2. ____________________
3. ____________________	3. ____________________
4. ____________________	4. ____________________
5. ____________________	5. ____________________

If you come up with obstacles that you do not know how to deal with, ask others in your CBG group to help you brainstorm ways to deal with them.

Steps to Your Goal

Think of all that you must do to reach your goal, including removing obstacles. You need not think of everything in sequence. Just write the steps to your goal here.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____

Ordering Steps

Look over your steps and see if any fall into natural categories. For example, "(1) buy tools, (2) take mechanics test, and (3) apply for course" could fit under the category "prepare to enroll in car repair class."

List your major categories.

____

____

____

____

Ask yourself, "If I completed these major categories, would I meet my goal and deal with obstacles?" If not, add other categories.

____

____

Now list all major categories in the time order they would best follow. It is usually wise to deal with an easy category first. If your first category is difficult you may want to break it down into smaller steps and handle them one at a time. The next exercise will help you do this.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____

Planning Exercise

Below is a sample plan with a related goal, four major categories, and smaller steps under each category. Study this plan and then design yours in a similar way.

Goal: Improve home skills

1. Determine opportunities and needs
    a. Discover present skills from skills exercises in Becoming
    b. List possible courses from community colleges, public schools, community agencies
    c. Set limits
        (1) money available
        (2) time available
    d. Make plan and enroll in classes
2. Study child development
    a. Take parenting class at community mental health center
    b. Take three-week nutrition course from public health department
    c. Take child development course from county agricultural agent
3. Learn home repairs
    a. Take small-appliance repair course (six weeks at high school)
    b. Take auto repair for women course at technical school
4. Learn sewing and upholstery
    a. Work for four months to buy sewing machine (note: this is overcoming an obstacle)
    b. Take sewing class from sewing machine dealer
    c. Take tailoring lessons from friend, Joan
    d. Enroll in upholstery class with Joan as support

In this plan, the person has home-based priorities and values independence and self-sufficiency. She/he is patient enough to take only a few courses at a time to meet goals.

Now look back to the minor steps you listed in the section on Steps to Your Goals. Put them in time order under each major category heading. Use a separate paper for other major categories in your plan. As you complete each category, ask, "If I did all this, would I need to do anything further to complete this major category?" Add steps as needed.

1. (major category)

a.____________________________________(step 1)

b.____________________________________(step 2)

c.____________________________________(step 3)

d.____________________________________(step 4)

Finally, check to see that your plan is truly complete and will meet your goal. If you know people who have met a similar goal, ask how they did so and compare their steps to yours. Add any further steps from their plan that might help you. You can also have a group member review your plan using the rating form on the next page.

PLAN RATING FORM

1. Is the goal clear? ____yes ____no
What is unclear?

2. Do the major categories lead to the goals? ____yes ____no
What must be added?

3. Do the steps seem workable? ____yes ____no
How can they be improved?

4. Are the steps realistic? ____yes ____no
How can they be improved?

5. Are obstacles dealt with? ____yes ____no
What obstacles should be considered?

6. Are all phases in time order? ____yes ____no
What should be changed?

7. Will the plan work?

4	3	2	1
definitely	probably	maybe	no

8. How can the plan be improved?

Chapter 14

Becoming Strong by Seeking Support

Support can be financial, intellectual, physical, or emotional. Having support makes you stronger and increases your chances of meeting your goals. External support, or help from others, is the most common kind of support; however, many people actually support and encourage themselves. The key to gaining support is first to be aware that you need support and second to determine what kinds of support you need. Many people do not like to dwell on their needs and ask for help. However, it is very difficult to return to school or work without making important changes. You need support to make changes.

INTERNAL SUPPORT

Self- or internal support requires that you be honest and willing to reward and praise yourself when you need encouragement. Self-support may seem difficult because you were taught as a child that it is wrong to feel proud or to think that you do things well. You can support yourself by using self-help books like this one, by saving money to meet your goals, by caring for your health and fitness, and by rewarding yourself with relaxation, pleasant activities, or presents.

EXTERNAL SUPPORT

Depending on your personal and community resources, you may be able to get much external support as well as internal support. Some kinds of external support are listed on the next page.

1. Financial
    a. Loans and grants for school or small business
    b. Welfare or Aid for Dependent Children (AFDC)
    c. Work-study programs for school
    d. Funded jobs for the unemployed—Job Corps or Comprehensive Employment Training Act (CETA)
    e. Special educational funds for minorities
    f. GI Bill and Social Security education benefits

2. Intellectual
    a. Study skills and math anxiety clinics at schools
    b. Remedial reading labs and tutors
    c. Study guides for entrance exams
    d. College Level Examination Program (CLEP) and life experience credit at schools
    e. Refresher courses and home study for job skills

3. Physical
    a. County health clinics and public health service
    b. Public housing
    c. School lunch program for children
    d. Health insurance for students
    e. Gym use by students
    f. Quality child care by family or good sitter

4. Emotional
    a. Spouse, children, parents
    b. Close friends
    c. "Role models"—others who have done the same thing
    d. Minister
    e. Community-Based Guidance (CBG) group
    f. Personal, academic, or career counselor
    g. Consciousness-raising or personal-growth group

SUPPORT EXERCISES

1. Consider your support needs. Brainstorm the kinds of support you may need to reach your goal. Remember that in a brainstorming session you accept all ideas--even ones that seem silly.

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2. Now list your resources - people, services, and agencies that could possibly provide external support. If you don't know any, call your library or Job Service Office (formerly Employment Security Office), and describe your need. Others in your CBG group can be particularly helpful. They may know resources you are unaware of.

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3. Finally, list below the things you most like to have (e.g., clothes, favorite foods, money) or do (dance, walk outside, play with children, travel) to reward yourself. Also note other ways you can give support to yourself.

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Chapter 15

Becoming Strong by Coping

When you make changes, you will hit obstacles and feel stress. Stress can discourage you as well as make you nervous or even physically sick. All changes, even good changes, cause stress. Coping with stress means learning ways to react to stressful events that allow you to overcome your fears and reduce your tension. You can cope with stress by

(1) knowing when you are under stress
(2) deciding if you can change the stressful situation
(3) controlling stress when situations can't be changed
(4) having a coping plan

COPING SKILLS

Being Assertive

To be assertive means that you stand up for your rights and directly and honestly share your thoughts, feelings or preferences without stepping on the rights of others. Most people find that they are able to assert themselves in some situations but not in others. For example, you may be able to stand up for your rights when you are dealing with your children, but be completely nonassertive when it comes to dealing with your spouse or with your parents. Being assertive and speaking up for what you want can help you cope with many situations, such as when you feel that you are not listened to, when you are trying to secure job interviews, and when you are trying to get information about returning to school. If you can state clearly and directly what you want in these situations, your chances of getting it will be greatly improved. Time and space do not allow a full presentation of how you can become more assertive. However, if you feel that you do not know how to stand up for your rights and are easily taken advantage of, then some of the following ideas may help.

(1) The continuing education departments of many colleges and universitites offer courses in assertion training that are open to the public.
(2) You could call your community mental health center and request to see a counselor who could help you work on becoming more assertive.
(3) A number of self-help books are available in bookstores and some are listed in the bibliography at the end of the book.

Relaxing

Another way to cope with stress is to relax your body. Many times some situation in your life causes your body to tense up. This bodily tension then only increases the overall tension you feel. If you can learn to relax your muscles, you can decrease at least part of the overall tension you are feeling.

Physical exercise, prayer, and meditation can be relaxing. Hot baths and massages will also relax your muscles. Another good way to relax is to follow the procedure described below. You can do it whenever you feel stress or when you know you are about to get involved in a stressful situation (such as a job interview or exam at school). If stress is making it difficult for you to sleep at night, doing the exercise described below can help you get to sleep. The exercise takes only about ten minutes.

Relaxation Exercise

1. Lie comfortably in a quiet spot; remove shoes and tight clothing.
2. Close your eyes.
3. Starting with your toes, tightly tense every muscle in your foot by pointing your toes down hard until you feel pain and tension in your feet. Hold the tension for a slow count of three and release slowly. The warm feeling that flows into your feet is relaxation. Hold the relaxation for around 10-15 seconds.
4. Follow the same pattern of TENSE - HOLD - RELAX as you move up your body. Remember to tense for only a short time, then relax for 10-15 seconds each time.
    a. lower legs
    b. knees
    c. upper legs
    d. buttocks
    e. stomach and hips
    f. chest (take a deep breath to hold)
    g. shoulders (pull them way up; hold and drop)
    h. upper arms (flex muscles)
    i. lower arms (flex muscles)
    j. hands (clench fists)
    k. neck and jaw (clench teeth and pull mouth tight)
    l. eyes and forehead (wrinkle brow tightly)

5. Checking to be sure no tension has crept back into your body, think of your favorite restful place. Imagine yourself there and picture the scene. Concentrate on how relaxed you feel.
6. When you are ready, call yourself back to normal slowly by counting backwards 3-2-1 and opening your eyes.

Self-Statements

In many situations it is what we unknowingly say silently to ourselves that causes us to feel nervous and tense. For example, some people who find themselves in a stressful situation (such as a job interview) may be thinking:

I'm really nervous.
I wonder if the interviewer can see my hands shaking.
I'll never be able to come across well.
I'll never be able to get a job.

These thoughts only make the person more nervous and distressed. They get in the way of good interviewing behavior and cause the person to do poorly in the interview because he/she is not able to listen and concentrate on the answers to the questions. On the other hand, others might find themselves in the same situation but be thinking things like:

I'm doing okay so far.
I'm a little nervous but that's to be expected.
It's not the end of the world if I don't get this job.

People who think these latter things will probably do better in the interview situation because they are supporting themselves and giving themselves more confidence.

The point is that what you say to yourself inside influences how you come across to others. Some examples of statements for coping with stress and when you might say them silently to yourself are listed below.

Before stress:	I can handle this. Stress is natural; I know to expect it. I will be able to do it.
During stress:	Breathe deeply and relax. Concentrate on the job to be done. I'm able to cope with this. I know this is stress; it's natural and I can relax and handle it.

After stress: I handle stress better every time.
I was able to keep the stress from overwhelming me.
I did a good job.

Managing Feelings

Your feelings affect much of what you do. Everyone has feeling reactions because feelings are both inborn and learned. However, people differ in their awareness of their feelings and in their verbal and nonverbal expression of them. Although experts disagree about which emotions are present at birth, it is likely that newborns have three feeling states: surprise, anger, and satisfaction. If so, the wide range of feelings expressed by adults is learned during childhood through experience and from others. During childhood people also learn when, where, and how to express feelings in words. Men, for example, are often taught not to express feelings in words. Some people, on the other hand, learn to forget logic and rely only on feelings. Ideally, the processes of thinking and feeling are combined in everyday life.

Self-Advancing Feelings

Clear feelings can give us messages about what we want or need. Restlessness can tell us it is time to change; pride can tell us we have achieved something worthwhile. It is important to learn feelings of self-acceptance, confidence, optimism, and perseverance if you did not learn them when you were a child. You can learn feelings like these by paying attention to your talents and accomplishments, by saying to yourself:

You can do this if you try.
That's a good job
You have a lot of talent for this.
Keep trying. You will be able to do this.

Self-Defeating Feelings

Some feelings hinder people from exploring themselves, loving others, and learning new skills. Usually these feelings are based on nonproductive ideas, such as the following:

Everyone must like me.
I can never make mistakes.
I can make changes without planning.
The world must be fair.
I must be perfect at everything.

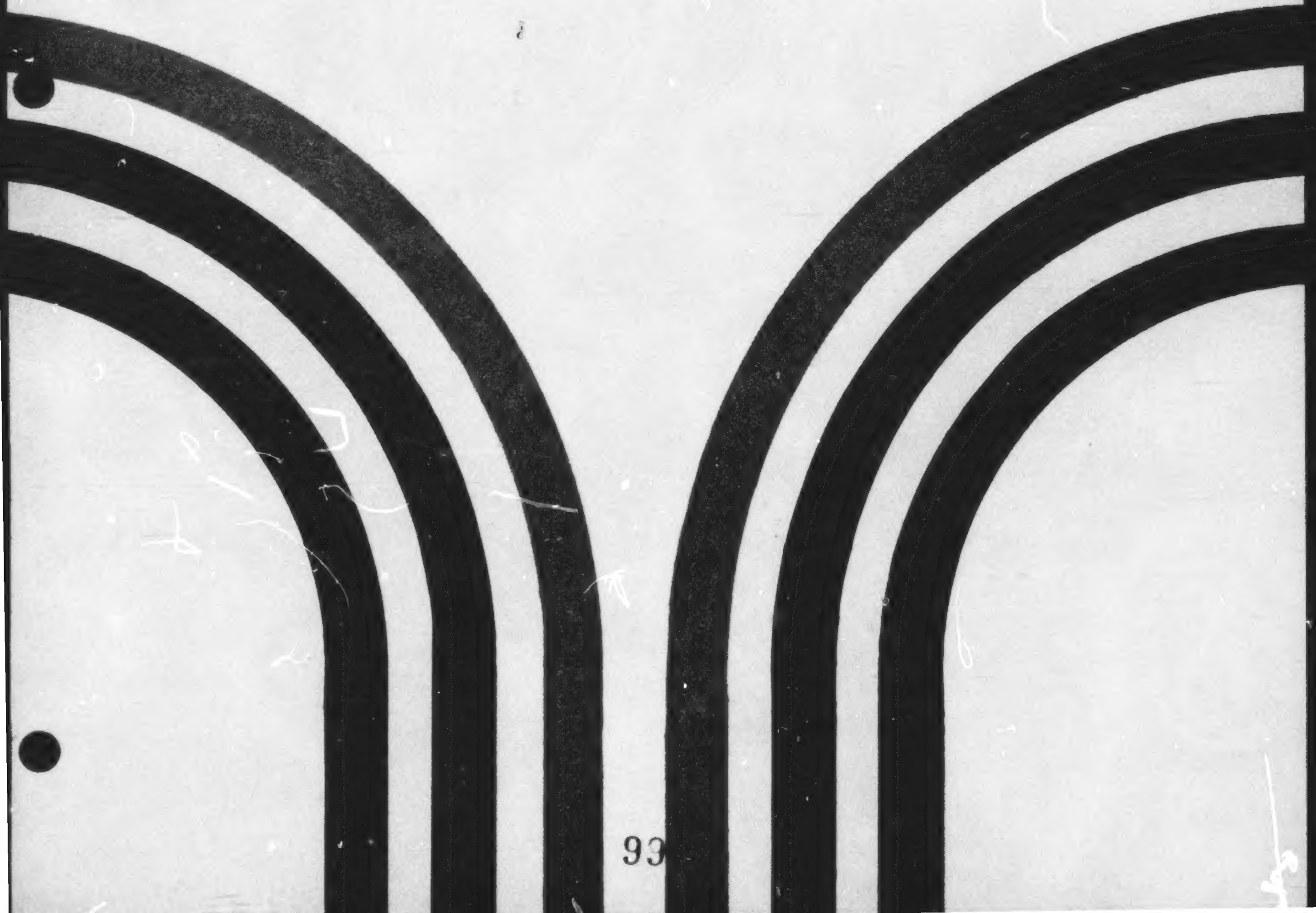
Having these kinds of expectations as a condition for allowing yourself to feel confident is self-defeating. It is very unlikely that your nonproductive ideas will materialize. Thoughts based on unrealistic expectations can lead to feelings of rejection, anger, guilt, shame, and fear. And while those feelings can be valid and even helpful when based on likely or realistic situations, they become self-defeating when based on impossibly high standards.

SUMMARY

In this section, you have learned different methods of becoming a stronger adult. Added strength is helpful when you are making changes; being strong helps in preparing for change (planning) and in maintaining changes (coping with stress). The methods outlined here can help you use the information you have about yourself and about opportunities from Sections I and II. The final key to becoming stronger is to believe in yourself and your goal. Make the success emotions part of everyday life. Try confidence, optimism, and perseverance: I can do it. I will do it. I'll keep trying until I do.

4

BECOMING A LEADER



Chapter 16

Becoming a Leader by Gathering Information

Before you begin your group, you need to find out what educational and employment opportunities are available in your area. This lays the groundwork on which the group can build their knowledge and skills.

About a month before the group begins, investigate the major schools and employers in your area so that you will be able to tell your group members generally what is available and how to get more specific information. You need not contact every single employer or educator in your entire area (especially if you live in an area with many employers and schools). But your data will be the starting point for many group members to find out more information to meet their own individual needs.

Not only will the facts themselves help your group, but also you can use what you learn from your own experience of seeking information to teach others how to do their own investigations. You will undoubtedly learn much about what questions to ask, how to ask them, whom to ask, and where information is available. You will meet valuable contact people--people who work in schools or companies and who will help you or your group members in the future.

You should begin a notebook or diary of your experiences and what you learn while you are in the information-gathering process. You can note which methods were especially successful and which failed and why. You might even jot down what you felt during various experiences so that you can help other members avoid your pitfalls and steer toward more successful methods. You should also keep a file of contact people's names, addresses, and phone numbers so that you can refer your group members to them. In short, during this information gathering phase you will be opening paths that your group members may take later.

MATERIALS

You will need a map of your state or area, index or Rolodex cards, a box or file in which to store your cards, and file folders or envelopes for organizing information you gather. Once you have defined your geographical area, you should try to locate telephone books for towns within the area. Group members may be able to provide some phone books, but your local library will also have copies. You will also need a notebook or diary to record your experiences and a pad for taking notes during interviews or phone calls.

DEFINING YOUR AREA

The first step in gathering local information is to define what you consider to be your geographical area. Be reasonable and only extend your area to places that a group member would be willing to drive for a job or school. Usually a 25-30 mile radius is about the maximum, but the more rural your area, the longer you can expect to drive. You may want to draw a circle on a map, showing your target area and noting towns within it.

GENERAL SOURCES OF LOCAL INFORMATION

To begin investigating your target area, you will need to list major schools and employers in it. Again, start a card file of names, addresses, and phone numbers.

The Chamber of Commerce and local Job Service (Employment Security Commission) will have lists of local merchants and employers and may be able to tell you which are the largest and what range and types of jobs these employers generally offer. Choose two or more of the largest employers to investigate further yourself. Later, as a group exercise, you could have other group members choose a company to investigate.

Your local libraries and telephone books are excellent sources of the names of colleges, technical institutes, universities, community education agencies, recreation departments and clubs that teach courses. (These will be listed under schools or recreation).

Some areas also have educational brokerages that have educational information. Check your phone book or library to find out if such a brokerage is available in your area. If so, you may later want to refer your group members to the brokerage.

The high schools in your area may have files that are helpful. Many schools have college catalogues, files describing the work and prospects of different jobs (career information) or even files about local employment opportunities. However, they are unlikely to know about personal growth courses. A few high schools offer career and educational guidance and placement for high school graduates as well as for current students. Even if guidance is not available, the counselor may be willing to share information with you, so be certain to check all high schools in your area for information that may already be collected. Call the school and ask for the senior guidance counselor.

Colleges or universities in your area are likely to have counseling centers, occupational and educational files, guidance libraries, and placement offices. These are excellent sources of information and are often available to adults who are considering enrolling.

All of the resources suggested above are public service agencies. They will usually be quite cooperative in providing you with information if you

(1) are polite, friendly, and persistent

(2) ask clearly for what you want

(3) are reasonable about demands for time and materials

(4) state your reasons for wanting information briefly but clearly

(5) express your thanks for their help.

Initially, you should make an introductory phone call or write a brief letter explaining what you are doing and what kinds of information you are seeking. Later you can follow up with an interview, a visit, or a longer telephone call. After your first contact, make an appointment with someone in the agency or group. You should also ask if there are other important people you should call in your search for information. An initial request for educational information might go something like this:

> Hello, my name is ____________, and I am trying to set up a guidance program for adults in our area. I will be leading a group of people who want to return to school or enter a career. Next month, we will be meeting to help each other get the skills and information we need to go back to school or work. Before the group starts, I am gathering general information about educational opportunities in this area. I am hoping that you can help me by providing some information about ________________.

If you want information about careers or about job opportunities in your area, you can use the same format.

Remember that in many ways you are acting as a public relations person as well as an information gatherer for your group members. You will want to make a good impression on the people who can help or hurt your members later on.

If you feel that people you meet during this information gathering would be good contacts, ask them if you can refer group members to them later. Actually, many people will be flattered to be asked to help, but you should not refer your group members to a person unless you have first asked permission.

INFORMATION ABOUT FORMAL EDUCATION

The first step in gathering specific information about schools is to write or call the admissions or continuing education office to ask for the school catalogue of courses and admission procedures. The school catalogue will probably contain information about admission requirements, tuition and fees, support services, guidance, financial aid, and kinds of instruction offered.

You should briefly explain to the admissions officer why you want the information. Also explain that some adults in your group may want to return to school part time, go to school in the evenings, or take noncredit courses, while others will want to return full time. Ask for any additional information that the office has available on continuing education courses, part-time enrollment, evening instruction, correspondence courses, and special services for adults returning to school. You should also ask for several application forms. Finally, you can find out if the school has a special adult student counselor or contact person with whom you can talk.

Once you receive your packets of information from the schools, read them carefully to discover what additional information you need. Generally, you should have facts on admission requirements (including what admission tests are required and when and where they are given), tuition and fees, financial aid, special services and opportunities available (such as career and educational counseling for adults, day-care facilities, and programs to improve academic skills), any exceptions or exemptions made for adults returning to school, and names of contact people or counselors for adults.

Once you have read your packets and made notes about what information you still need, make an appointment with someone at the admissions office or with the special adult student counselor, if one is available. Go armed with specific questions but also allow the person to talk freely at times --you may get information you never considered requesting. Seek each person's advice about how an older adult would go about returning to school, who would be the first person to contact, and what adults can do to improve their chances of being accepted into the school. Try to assess how likely it would be for an adult to be admitted. Inquire about CLEP credit and home study opportunities.

Take notes on all important points during your interviews. Be especially careful to record the names, addresses, and phone numbers of people you are advised to contact--and then do contact them.

INFORMATION ABOUT INFORMAL COURSES AND INSTRUCTION

Locating information about informal instruction and courses not taught in a college or university will be more difficult to get. It will require some ingenuity and much persistence.

You will want to find out about as many courses offered by recreation departments, community education agencies, and commercial agencies as you can, but do not feel that you must locate every single one. You can use your group members to locate others. Once your members have decided what they want to learn, a good group exercise would be to have members locate courses. For example, if people are interested in flying lessons, they can explore possibilities by contacting airports to find out what commercial courses are offered. A person wanting to learn to knit can call yarn shops for courses. Your group members may also be aware of friends or neighbors who teach informally. You can use what you have learned during your search for informal courses to point other group members in the direction of finding more information.

Locating informal and noncredit courses will be easier if you have an educational brokerage in your area. If a brokerage is not available, you should contact your local community education coordinator. Generally, you can locate this department by calling the central administrative office of your public schools or by calling the general information number or the recreation department of your city government. Often the community education department will have a listing of all courses (noncredit) offered by schools and recreation departments in the area, but you should also call the YMCA/YWCA to locate courses they teach.

If your area does not have a community education department, you should contact your library for whatever information they have. Often libraries themselves offer courses or informal instruction. The entertainment writer, women's writer, or city editor of your local newspaper may also have a list of groups that regularly give courses.

You will need to know what courses are offered, when they are offered, what they cost, admission requirements, and what support and special services are available.

JOBS AND EMPLOYMENT

You and your group will need to locate two kinds of work-related information:

(1) Occupational information - descriptions of unfamiliar jobs, specific information (pay, working conditions, etc.), predictions of future employment needs, training required, lists of possible jobs for a particular school major, chances of advancement.

(2) Employment opportunities - the variety of jobs available in your area, current and future openings, jobs you can "create" for yourself.

Group members who are undecided about what jobs to seek or train for will need occupational information. Those who have chosen a field and are seeking work will require information about employment opportunities.

Occupational Information

The government has identified some 35,000 different jobs, so you are obviously not going to be able to have information available for every one. You can, however, locate some common reference books and government pamphlets and check out two or three jobs as examples for your group. For a group exercise, each member could look into a few jobs and report on

(1) a definition of the job
(2) what workers on that job do
(3) common places of employment
(4) training requirements and entry-level positions
(5) working conditions (work with others? be supervised closely? move about? work outside? have rigid hours?)
(6) pay expectations
(7) local job outlook (predicted openings)
(8) opportunities for adults, minorities, and women
(9) advancement route
(10) a name of a local person who has such a job

Most of this information is available from public sources. Some will come from interviews or letters to trade agencies.

Sources of information

In your public library, or school or college career guidance library, locate the reference book Occupational Outlook Handbook. This will answer points 1 through 6. You may also be able to find the name and address of a trade agency for a particular job, such as the National Education Association for teachers. Many trade agencies are listed in Appendix B. You can write the national or state headquarters for more information.

To find local job outlook predictions, you must contact state labor department officials. Some states have local information booklets about specific jobs; others have one booklet with predictions (usually for five years) of expected openings in all fields. To find this useful information, call or write:

(1) local Job Service (Employment Security) office,
(2) state Job Service,
(3) state Manpower Administration or Bureau of Labor Statistics of the state department of labor, or
(4) U.S. Manpower Administration of the U.S. Department of Labor, Washington, D.C. 20210 (ask them to tell you how to get local information).

Try these sources in the order they are listed. Your Job Service office will probably have what you need. Tell them you want local job predictions, predicted openings, or information on the local occupational outlook.

For information on affirmative action programs and general opportunities for older workers, minorities, and women, write to the national or state office of the trade agency or union (for example, the National Education Association for teachers, the United Auto Workers for factory workers in car plants). The national Chamber of Commerce in Washington, D.C., will have the address.

To find a local person who has the job you're studying, you must use many sources--your network of personal friends, professional guidance personnel, and public information sources (newspaper, Yellow Pages, library). As an example, let's say you were investigating the job of a welder. You could try the following sources:

(1) Friends. Ask everyone you know if she/he knows a welder.

(2) Guidance Personnel. Call your high school guidance counselor or college career counselor. Tell them you are seeking information about welders for your Community-Based Guidance group. Ask them if they have the name of a local welder. Your Job Service counselor may be able to help. Also check with the welding teacher in the area.

(3) Public Information Sources. From these sources, you would hope to find the names of employers who hire welders so you can contact the employer. Most employers will give you the name of an employee if you explain why you want it. Once you have the names of welders, contact them to see if they would be willing to talk to any group members interested in being welders.

Interviewing workers

After your group members have studied the jobs they find interesting, encourage them to make appointments to interview the local person you have listed for each job. They should review the interviewing methods suggested for job interviews (Chapter 12) because many of the same hints apply. Have members list questions they would like to ask. Below are some ideas.

How were you trained for your job?
How do most new workers enter this field?
About how much are beginners paid? (Avoid asking how much the person you are interviewing is paid. Many workers resent this.)
What is a typical work day like?
What are the most important skills of the job?
What are some drawbacks of this line of work?
What are the chances for advancement? How does one advance?

As group leader, you should arrange to have members write thank-you notes to all workers who volunteered, even those who were not interviewed.

Jobs for a specific school major

Group members who are going to school may want to know the range of jobs they could enter with their training. They should discuss this with their teachers, with career counselors at school, and with graduates of their program.

Employment Opportunities

Chapter 12 describes how to make a job search. The group search uses the same sources (friends, placement offices, employer interviews, employment specialists) to create a job search network that can extend to every member's circle of friends and include every potential employer in the area. Because you are a group, personnel officers may be willing to talk with you about future openings. Your Chamber of Commerce may know of new firms who may be planning to locate in your area. Your group can write to these new firms. The feature editor of your newspaper or radio station may be willing to write a story about your group if you call and ask. This publicity can help enlarge your network. The larger your network, the greater your chances of locating jobs.

SUPPORT SERVICES

When your group gets to the stage of making plans to enter school or take jobs, some members will need information on community agencies, day-care centers, scholarships, or social services. In some areas, this information will already be collected as a directory of social services or index of social agencies. Your county may have a day care council which has a list of licensed day care centers. In the same way, the financial aid officer of your school may have a list of all scholarships and loan opportunities. In case your group is not so lucky, try the methods listed below.

(1) Call your newspaper (city editor) or librarian and ask for a list of social agencies and their services.
(2) Write the state department of education or social services and ask for the licensing requirements for day care centers, as well as a list of any licensed centers in your area. Also use newspaper ads and your group's social network to find persons who want to provide child care.

COMPILING THE INFORMATION

It is hard to predict how much information you will have. Our collection, for Orange and Durham Counties in North Carolina, is mainly pamphlets and catalogues. It is rarely helpful to try to retype or rewrite everything that has already been collected and printed by others. Therefore, a medium-sized cardboard file box may make the best portable "information library."

Remember, you need not compile information that is already available in your area. Use your community libraries. Also, if you have ordered materials that take time to receive, group members can split the rest of the information-gathering tasks as part of their CBG group activities. You will need to instruct them, as this chapter is not in the Participant's Guide.

Chapter 17

Becoming a Leader by Organizing a Group

Community-Based Guidance groups can help adults who are making decisions and changing priorities. The group can offer support for changes, can provide feedback, and can make suggestions to help individual members. Some groups meet only to complete the exercises in Becoming; others continue to meet while the members are taking classes, job hunting or developing new interests.

How can you start a guidance group in your community? You will need to recruit members, gather materials, organize meetings and lead group activities. Many people reading this will automatically shy away at the thought of organizing and leading a group. However, we have found that many CBG group leaders are first-time leaders, not experienced counselors or administrators. They are leading groups not only to help others but also to help themselves. This chapter will provide ideas and skills to use in forming a group. Why not take a challenge and volunteer yourself as leader? The leader must be quite familiar with the Becoming exercises. If you are friendly and are a good communicator, you can probably lead a group.

RECRUITING MEMBERS

Your best source of members may be your circle of friends and immediate neighbors. They may be considering changes even if they have never talked to you about them. After all, does each of them know you are making plans for school or work? Simply tell your friends what you are considering and what the group could do. Show them Becoming.

If you need to look for people outside your circle of friends or if you have just moved to a new community, you can advertise to start your group.

You should write up a brief description of the group and its activities (a sample description is in Figure 1, next page) and make copies to give to the people you recruit. Try community leaders first—ministers, heads of social service agencies, agricultural extension agents, and club presidents. The counselors at the Job Service office or at your community college or high school may also know interested persons. Your local radio station and newspaper will probably make an announcement or run an article as a public service. Our experience has been that each community has several interested people who will be pleased to have you recruiting them.

A good group has six to eight members, including yourself. Try to get an even number. Talk to potential group members to see if they will be right for your group. You may prefer to limit your group to people who have much in common. It is not unusual for women, minorities, and older adults to prefer group members like themselves because of past discrimination.

When talking to people, try to find out the following information:

(1) Does this person have a high school diploma or GED?
(2) Do his/her goals match those of the program?
For example, is he/she exploring occupations, re-entering the job market, making a career change, re-entering school, developing skills, hobbies, and interests?
(3) Can this person devote two to five hours a week to group meetings and homework?

GATHERING GROUP MATERIALS

The group members will each need a copy of Becoming: Participant's Guide and a packet of Extra Materials. If groups meet regularly in your community, the Extra Materials packets are reusable. You will not need a Participant's Guide because this Leader's Guide contains all the chapters from the participant's book. You should order all copies from the publisher if no bookstore in your area has the materials.

In addition to Becoming, your group will need the local information described in Chapter 17. Remember to check whether any information is gathered in a place where the group members can use it easily. If so, you can all visit that site as a group activity. To check on resources, ask if any of the following services are available in your area and if they can be used by the public:

(1) Occupational library (often at high schools and colleges)

(2) Educational brokerage (at colleges or public libraries)

(3) Guidance library (at school or public libraries)

FIGURE 1

Sample Description

Community-Based Guidance Group

A group of six to eight local adults who are considering returning to school or work, changing jobs, or developing new interests will be meeting to share ideas and plan together. The book *Becoming*, developed especially for adult guidance, will be used. Group members will

(1) examine values, interests, and priorities

(2) identify skills

(3) gather and share information about local job, school, and personal growth activities

(4) practice job interviews and career planning

(5) discuss issues in discrimination and the influence of changes on family members

(6) make decisions

(7) plan changes

(8) provide mutual support for each other

The group will meet six times for three hours each. There is no charge, but all members must purchase their own materials ($5.00-$12.00).

Interested persons should call J.O. Beecham, 747-5758, by April 15.

If these services exist, you will need only to gather information on employment opportunities and support services.

If many members of your group are exploring different careers and your local high school guidance library, college library, or public library does not have the most recent Occupational Outlook Handbook, you can order it from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Ask for Document #029-001-01406-6. The Occupational Outlook Handbook costs $8.00 in paperback. The group members can share the cost, but orders take at least three weeks to arrive and must be paid in advance.

If your group will be continuing past the six meetings for completing Becoming, you may wish to order or ask your public library to order the following magazines:

(1) Occupational Outlook Quarterly--U.S. Government Printing Office

(2) Worklife ($15 yearly)--U.S. Government Printing Office

(3) Women's Work ($6 yearly)--1302 Eighteenth Street, N.W., Suite 203, Washington, D.C. 20036

Your group will benefit from some of the materials listed as resources in Appendix C. Talk to your librarian to see which ones are in your public library and which might be ordered for your group and for other adults in your town. As with other materials, you and your group may want to buy these resources and share the costs. The publisher's name and city are listed after the title. Your public library will have the street address of the publisher in a reference book entitled Books in Print: Titles. This is usually a two-volume book, and the addresses are in the back of the second volume.

In some cases, Community-Based Guidance groups will be led by county mental health, community service, or civic organizations that need to evaluate the outcome of the group for their final reports. Tests of self-concept, career maturity, information gain, and decisiveness have been used in developing the Becoming books. Write to Dr. Nancy Voight, School of Education, University of North Carolina, Chapel Hill, NC 27514, if you wish descriptions of these tests.

ORGANIZING MEETINGS

An informal atmosphere is probably best for your group. The meetings are not a social event, but they need not be classes, either. Your own home is a good site if you can seat six to eight persons comfortably on chairs or pillows in a small circle. Your meeting site should be quiet and private. If you use your home, you will need to be able to close the doors or ask your children to visit friends during group time. If your home or another member's home is not available, look for a church, schoolroom, agricultural extension building room, bank meeting room, or other public meeting place. The room should be secure from interruptions. Again, chairs should be arranged in circles or people can sit around a large table.

We suggest a series of six weekly meetings, two to three hours each. To finish the program in that time, members will need to read assignments at home. Of course, you can plan the number of meetings that seem right to you. About ten meetings must be held if members are not going to do homework. Also, a group that wishes to discuss exercises at length will need more time.

SUMMARY

Organizing a Community-Based Guidance group is a valuable experience for you as a leader. You can develop or use skills in publicity, planning, and gathering resources. The next two chapters will teach you some new skills in peer-group counseling methods and small-group leadership. These skills are not difficult and will prove very helpful to you in running your group.

Chapter 18

Becoming a Leader by Learning Skills

Special skills are needed to lead a group of your peers (people who are similar to you in experience, age, and education). In a Community-Based Guidance (CBG) group, you will need to be able to help others to

(1) feel comfortable in the group,

(2) talk and listen to others, and

(3) understand what they have learned.

The exercises in this chapter will help you learn or review skills in each of these three areas. Review questions at the end of key sections can help you check to be sure you learned each skill. When you know these skills, you can be confident that you can lead your group.

> Trap. "Leadership" has many meanings. Some think of stern leaders who give commands and require obedience. Others think of the "natural leader" who has such a magnetic personality (charisma) that no one can resist being excited by his or her ideas. If you compare yourself to these kinds of leaders, you are bound to be discouraged and may even find yourself avoiding leadership roles. Let's face it, not everyone can be Martin Luther King or Golda Meir. In fact, these leaders might not be so great at leading your CBG group. Your group needs a leader who will help others help themselves. Focus on learning the skills of being this kind of leader instead of kicking yourself for not having charisma and power.

HELPING MEMBERS TO FEEL COMFORTABLE

Other people feel comfortable for about the same reasons you do. What would it take for you to feel at ease and relaxed in a group of people? Think for a moment and write your ideas here.

You probably had some good ideas we didn't consider, but below are some common things that may help you feel comfortable.

(1) Others know your name.
(2) You feel like you know everyone.
(3) You have something in common with those present.
(4) You feel liked and listened to.
(5) No one judges you or thinks you strange.

The activities below will also help your group to feel comfortable.

(1) If people are unlikely to know other members' names, make name tags for them.

(2) As leader, you should always start each comment to a person with his/her name—for example, "Joe, why don't you start?"

(3) Making Rounds is a group activity used as a basis for many other exercises. To make rounds, ask someone a question. After the first person answers, the person on his or her left answers the same question. This continues around the circle until everyone has answered.

(4) Introductions is an activity used to start a group. Have the members break into pairs by assigning them (for example, "Annie and Ruth, you go together"). Each person should spend two or three minutes telling the other person about him- or herself. It takes about five minutes for each pair to finish. After three minutes, remind them to change and allow the other person to talk. Call time after five or six minutes and have everyone rejoin the circle. Then ask each person to introduce his or her partner to the group, telling the person's name and other important facts about the partner. Make Rounds with the introductions (have each person introduce his or her partner in turn).

(5) Why I'm Here is an activity also designed for the first session. It gives all members a chance to share something about themselves. Each person will summarize why the person just before him or her is here and then why he or she is here. You should start by telling people why you are here. The person to your left will summarize why you are here and why he or she is here.

The activity ends with your summarizing what the person before you said and what the group said. For example, "Sally is here hoping to change jobs. It seems many of us want new jobs, while a few want to learn about school opportunities."

(6) Group Think is used in exercises in which people are expected to brainstorm, solve problems, or think of new ideas. It has three stages:

(a) Individual thinking
(b) Small-group thinking (two, three, or four persons)
(c) Larger-group thinking

First, have each person write out ideas or answers to a problem. Next, break into subgroups of two to four people to share ideas. Each subgroup should compile one list of ideas, adding to or subtracting from the individual lists, and discussing ideas. The subgroups should elect someone to speak for them and share the groups' ideas in the large group. Depending on the nature of the exercise, the group may or may not compile one large list and vote on ranking solutions.

(7) Feeling at Home. Give everyone a small sheet of paper or index card and a pencil. Ask members to write answers to the question "What does it take for me to feel comfortable talking in a group?" If this is difficult to answer, ask members to think of times when they have felt comfortable. They need not sign the cards. Then give each person a second card and have him or her write the same ideas on this card. Collect the cards separately so you have two complete piles, with one card from each person in each pile. Divide the group in half and give a set of cards to each subgroup for Group Think.

Ask each group to look at each card and pick those ideas that seem important to discuss. The subgroup should think of ways to make each idea possible. For example, one way to make "I need to trust people" possible might be for each member to promise not to tell anyone outside the group what is said at group meetings.

As the spokesperson for each subgroup reads the compiled list to the group at large, one person should list both subgroups' ideas. Members should discuss these ideas and how to make them work. You may plan new activities or make group rules from this discussion.

(8) Wrap Up at the end of every group session. Have the group sit in a circle and ask different group members to review what happened in the session. Then, starting with yourself, have each person name at least one thing he or she liked or learned that session and one thing he or she didn't like or understand. The group can then develop ways to improve group meetings.

(9) Warm Up at the beginning of each session after the first session. Have the group members discuss their homework or other experiences related to group goals. Members can Make Rounds by asking questions or making comments on what they have learned.

These nine group activities aim to make people feel comfortable in their CBG group. Four are activities you will use regularly--calling everyone by name, Making Rounds, Group Think, and Wrap Up. The other six are special activities for the first session, when people are likely to feel ill at ease.

HELPING PEOPLE TO TALK AND LISTEN TO OTHERS

You need to set a good example as a leader. You can learn to talk more clearly through a few simple rules. In listening, you want to learn to do "active listening," which involves several techniques that let people know you are really trying to understand them.

Speaking Skills

Speak for yourself. As much as possible use I-statements: sentences that start with I. This helps you to "own" your feelings and ideas and to be responsible for them. To change a statement or question to an I-statement, ask yourself, "What do I feel about this? What do I want to happen as a result?" Look at the differences between the following statements.

(a) Poor - You make me wonder about my future.
Better - I wonder about my future when I compare myself to you.

(b) Poor - You should have picked up the books.
Better - I would like you to pick up the books.

Give concrete reasons. When you have a reason for what you are saying, share it as clearly as possible. Usually that means explaining with an example. It is especially helpful to give concrete reasons when you are praising or questioning people. Then they know exactly what they should change or do more often to please you.

Track positives. When you answer someone or comment on ideas, it helps if you can comment positively on valuable parts of what is said.

(a) Bill (a group member)--It seems we could get more done if we met 15 minutes earlier.

Leader—That's a good point, Bill. I think some other folks have been feeling rushed, too. How do you feel, Walt?

(b) Janice (group member)--One problem I have is that deep down I believe I am too old to go back to school.

Leader--Janice, I think you've hit on the very fear that keeps most of us scared. I'm glad you brought it up because it's hard to believe grown women will feel right in school.

Ask open-ended questions. When you want specific information from a group member, ask closed-ended questions (those that can be answered "yes" or "no"). Examples are "Do you have a car?" or "Can you get a ride?" However, when you want people to say more than a few words or to expand some idea, ask open-ended questions or make open-ended leads. Open-ended questions start with what, where, why, when, how, who.

(a) Poor - Did you feel good about that?
Better - How do you feel about that?

(b) Poor - When did you finish the year?
Better - What happened next?

Open-ended statements encourage people to go on.

(a) Tell me more about it.
(b) I'd like to hear more about that.
(c) I'm glad you're telling us this; go on.

Explore blocks. Sometimes when group members are talking, they will discuss ideas of being blocked. CBG groups are aimed at helping people examine their blocks to see if they can be changed. Therefore, you should try to explore the blocks.

The following key words give clues that a person is blocked:

can't, must, won't, should, ought to, everyone, no one, couldn't, have to, must not, everything, never, always

These words are all absolutes. When an absolute blocks someone, the person may have fallen into a "trap" similar to ones discussed earlier in this book. There are several ways to help people explore these blocks.

(a) can't, won't, must not, couldn't

Ask: "What would happen if you did?" "What keeps you from doing this?" "How did you learn not to do this?"

(b) should, ought to, have to, must

Ask: "Who says you must?" "Have you ever known anyone who didn't?" "What would happen if you didn't?"

(c) everyone, no one, everything, never, always

Ask: "No one ever has done that at all?" "Can you imagine anyone doing that?" "Have you ever known anyone who did?"

Speaking Skills Exercises

Reread the five lessons to be sure you know how to use each of the five skills. These exercises have sample answers noted at the end.

1. Change these you-statements to I-statements.
    - (a) You make me really angry. Don't do that anymore.
    - (b) You are doing that wrong.
    - (c) You should say that to everyone.
    - (d) Do you want others to agree with you?
2. Write clear reasons for these vague ones. You will need to make up the details. The answers will only be a guide.
    - (a) I'm pleased with your idea.
    - (b) I'm so confused.
    - (c) I need help.
    - (d) Can you change that a little?
3. Find the important parts of these comments and praise them.
    - (a) If only I could feel accepted by the men at the mill, I'd be willing to try a new job.
    - (b) I think I've finally made a decision. I'm going to learn to swim!

(c) Do schools ever give scholarships to students over 50?

(d) I hope next session we can bring up some of our family concerns. I think my family is an important factor in my decision.

4. Put a check (✓) to the left of each closed-ended sentence.

(a) ______Do you understand what is meant by a personality type?

(b) ______I'm interested in your experience at that school. Tell me more, please.

(c) ______Was it a good experience?

(d) ______Did you feel out of place there?

5. Change each sentence you checked to an open-ended sentence.

6. Underline each key word for finding blocks and write questions to explore the blocks.

(a) I can't possibly go back there.

(b) No one was nice to me at all.

(c) I must maintain my pride above all.

(d) I'll never try that again.

Sample Exercise Answers

1. (a) I am angry when you do that.
   (b) I think there's a better way to do that.
   (c) I'd like you to say that to everyone.
   (d) I'm wondering if you want others to agree with you.

2. (a) I'm pleased with your plan to start earlier.
   (b) I'm so confused; I want to live at home, but all the jobs I want are in the city.
   (c) I need help understanding my priorities.
   (d) Can you rewrite your plan so the easiest steps come first?

3. (a) I think you've hit an important point. Acceptance is the first step.
   (b) I'm glad you made a decision. You sound excited about learning to swim.
   (c) Your question is one we all need to know. Can we get financial aid?
   (d) I'm glad you brought up family concerns. Do others want to discuss this also?

4. (b) is an open-ended sentence.

5. (a) What is meant by a personality type?
   (c) Tell us about your experience.
   (d) How did you feel there?

6. (a) Can't - What keeps you from going back there?
   (b) No one - There wasn't a single person who was in any way nice?
   (c) Must - What would happen if you lessened your pride?
   (d) Never - Can you imagine any situation that would make you try again?

Listening Skills

Attention. Each speaker in the group needs to feel he or she has something important to say. You will let people know you are listening by using attending skills.

Poor attention - listener leans back, looks at the floor or ceiling, sits back-to-back with speaker.

Better attention - listener faces speaker, looks speaker in the eye, leans toward him or her, and nods or says "uh huh" to encourage the person to continue talking.

Restatement. Restatement is the skill you will use more often. Although it sounds awkward in practice, restatement is both helpful and natural in group leadership. In most cases, you can make restatements instead of asking questions.

Basically, restatement is putting the speaker's words into your own words. Below are a statement and several sample restatements. All are examples of good restatements.

> Speaker: I went to the library and looked up three jobs that I am really excited about.
>
> (1) You looked up three really exciting jobs?
> (2) Do you mean you know all about those jobs now?
> (3) You're saying you've learned about three jobs, and you're excited by what you've learned?
> (4) You looked up three jobs?

Reflection. Reflection is a restatement of feelings. The feelings can be those that people mention or ones they imply by their voice tone. Here is an example with the feeling word underlined. All are good examples of reflection.

> Speaker: I'm scared that I'll fail, and it'll all be a waste of time.
>
> (1) You're feeling scared.
> (2) It's frightening to think it could all be for nothing.
> (3) Scared?
> (4) Failure really frightens you.

Listening Exercises

1. Write responses to the following sentences as though you were replying to your group members. Sample answers follow the exercise. Your answers need not match the examples exactly.

1. I'm hoping this plan will work. I think I'll be much happier.

____

2. Do you think this is a good idea?

____

3. I need to know how this will affect my family.

____

4. I feel discouraged. I'll never make it.

____

5. Isn't it terrible that day care is so hard to find!

____

Sample Exercise Answers

(1) If only this would work you'd be happy!
(2) You're wondering if I support your idea.
(3) It's important to you to consider your family.
(4) Discouraged?
(5) You're a little angry that you can't find good day care.

HELPING MEMBERS UNDERSTAND WHAT THEY'VE LEARNED

You want your group members to understand both the content and process of their group sessions. The content is the information and instructions in Becoming. Read your book carefully so that you understand the ideas and can answer questions.

To check members' understanding of group processes, stop the group when it is having trouble and when things are going quite well. Ask group members, "What are your ideas about why we're having this trouble (or doing so well)?"

Besides studying content and discussing process, you should review group sessions by keeping a journal. Some review ideas and space for writing is included in your Extra Materials packet, or you can continue the diary you kept during the information phase. It's best to write in your journal immediately after each session.

SUMMARY

To lead a group, you need certain verbal and active listening skills in addition to understanding Becoming's content. You can keep the group going well by checking group process and by reviewing each group session in your journal. In the next chapter, a sample set of group activities is described.

Chapter 19

Becoming a Leader by Planning

Community-Based Guidance groups can be run in several different ways. In this chapter, we shall outline the method we used in North Carolina. We planned six group meetings, each lasting about two to three hours. Members completed assignments in *Becoming* between group meetings.

For groups that do not wish to complete assignments between sessions, at least nine to ten sessions will be needed. If your group members really enjoy talking and discussing each chapter, double the time noted for each exercise. To allow for these differences, you may want to have one group meeting to see how much people talk and to discuss how much homework they want to do. Then your group can move at its own pace and plan other meetings to suit it. If you do this, be sure to plan time for exercises to be completed in the group. Figure 2 on the next page lists the *Becoming* exercises and recommends those to be done by members individually, those to be done first individually and then in group, and those to be done only in group.

Whatever format you choose will be based on the needs of your group. Many groups will choose to continue meeting as a support group while members put their plans into practice. Whatever format you choose, you should plan each session by answering the following questions:

(1) What is the goal? What should we know or be able to do at the end of this session?
(2) What do we need as *resources*? Will group members need to read in advance? Do we need any books, pencils, or equipment?
(3) What *activities* will reach the goal? Will exercises or group tasks be used?
(4) How long will each activity take? How long will the session be?

ACTIVITIES

Complete the exercises in Becoming.
Do the activities described in the Leader's Guide.
Discuss new ideas.
Optional activities:

(1) Listen to a sample tape.
(2) Take tests to evaluate the program.

TIMING

Six sessions, roughly two to three hours each, plus two hours of homework between sessions.

FIGURE 3

Assignment Sheet for Six-Session CBG Group

Session	Assignment
First	Obtain Becoming and Extra Materials.
Second	1) Read Chapters 3, 4, 5, and 6. 2) Complete exercises in Chapter 3; complete exercises 1, 2, and 3 in Chapter 4; complete all exercises in Chapters 5 and 6.
Third	1) Read Chapters 7, 8, 9, and 10. 2) Complete exercises in Chapters 7, 8, and 9 and pages 50 to 51 in Chapter 10.
Fourth	Read Chapters 11 and 12.
Fifth	1) Write sample resume and review interviewing section in Chapter 12. 2) Read Chapter 13 and complete exercises.
Sixth	1) Read Chapters 14, 15, and 16 and complete exercises. 2) Gather information on support services.

FIGURE 2

Exercise Schedule

Individual Exercises Only	Individual/Group Exercises	Group Exercises Only
Personality (pp. 6-7)	Skills (#3, p. 21)	Skills (p. 22)
Values (pp. 9-10)	Priorities (p. 24)	Interviewing (p. 80)
Interests (pp. 11-14)	Total Picture (pp. 26-31)	Coping (pp. 95-98)
Skills (pp. 15-22)	Opportunities (p. 40)	
Conflicts (p. 30)	Family Changes (pp. 44-45)	
Discrimination (p. 38)	Decision (pp. 53-57)	
Information (pp. 64-67; 72-74)	Plan (pp. 88-90)	
Plan (pp. 86-88)	Supports (pp. 92-93)	

The rest of this chapter presents a sample format. You may choose to follow this plan or only use it as an example.

OVERALL PLAN

Goals

(1) To become aware of one's personality, values, interests, skills, and priorities
(2) To become informed about opportunities, new choices, and life styles
(3) To learn skills in planning and decision making
(4) To increase ideas about ways to get support while making changes

Resources

Becoming: Leader's Guide and *Participant's Guide*
Extra Materials packets
Local information about schools, activities, jobs
Pencils
Optional materials

(1) job interview tapes
(2) tests

First Session

Before Session

(1) All members should know the purpose and cost of the group as well as the amount of time involved.

(2) All members should have paid full fees so books could be ordered. Books are needed at this meeting.

(3) If evaluation tests are to be given, give them before the first session. Most groups will use no tests. Test ordering is described on page 107.

described on page 107.

Goal

(1) All members will feel comfortable in the group.

(2) All members will know what to expect from the CBG group experience.

(3) All members will know information about themselves.

Resources

(1) *Participant's Guide* and *Extra Materials* packet for each member

(2) Pencils

(3) *Leader's Guide* for leader

(4) Index cards or small papers (three per member)

(5) Assignments Sheet (Figure 3) and Overall Plan

(6) Name tags

Activities	Time Estimate
(1) Introductions (p. 110)	30 minutes
(2) Why I'm Here (p. 110)	20 minutes
(3) Feeling at Home (p. 111)	25 minutes
(4) Distribute *Becoming*; have members look through it	10 minutes
(5) Have group members read Chapters 1 and 2 and complete the exercises individually	30 minutes
(6) Discuss Chapters 1 and 2	10 minutes
(7) Ask members to decide how the group should proceed. The following issues should be discussed: (a) How many meetings will we have? (b) Are we likely to want to discuss each chapter a lot? (c) Shall we complete assignments at home?	

    (d) What types of information are we likely to need? Should we divide the task of gathering our information resources?

Use Group Think (page 111) methods to solve this problem. Share the sample six-meeting-plus-homework plan with the group as an example if you choose. 40 minutes

(8) Make assignments or plan next meeting. 10 minutes
(9) Wrap Up (page 111) discussing exercises, group comfort, and expectations of the program. 15 minutes

Assignment

(1) Read Chapters 3, 4, 5, and 6.
(2) Complete exercises in Chapter 3; exercises 1, 2, and 3 in Chapter 4, and the exercises in Chapters 5 and 6.

Session Two

Before Session

All members should read Chapters 3, 4, 5, and 6 and complete the exercises in Chapters 3, 5, and 6 plus exercises 1, 2, and 3 in Chapter 4.

Goal

Members should know more complete information about themselves.

Resources

(1) Becoming: Participant's Guide and Leader's Guide, Extra Materials packet
(2) Pencils

Activities	Time Estimate
(1) Warm Up.	10 minutes
(2) Discuss interests and skills, Chapters 3 and 4.	20 minutes
(3) Do exercise 4, page 22, in pairs.	25 minutes
(4) Briefly discuss priorities.	5 minutes

(5) Have members re-do priorities exercises (p. 24) as a group following these directions:

> Using the priorities items and your budget of $100.00, bid on one or several items in a group auction. You can serve as auctioneer and start with any item.

Discuss the exercise. 20 minutes

(6) Review and discuss summary exercises (pp. 26-27) in Chapter 6. 15 minutes

(7) Discuss fantasy and brainstorming exercises (pp. 27-29). 15 minutes

(8) Discuss conflicts. 15 minutes

(9) Plan next session and make assignments. 10 minutes

(10) Wrap Up. 10 minutes

Assignments

(1) Read Chapters 7, 8, 9, and 10.
(2) Complete exercises in Chapters 7, 8, and 9 and pp. 50-51 in Chapter 10.

Session Three

Before Session

(1) All members should read Chapters 7, 8, 9, and 10.
(2) All members should have completed exercises in Chapters 7, 8, and 9, plus pp. 50-51 in Chapter 10.

Goal

All members should know about opening opportunities and decision-making skills.

Resources

(1) *Participant's Guide* and *Extra Materials* packet for each member
(2) *Leader's Guide* for leader
(3) Pencils

Activities	Time Estimate
(1) Warm Up.	10 minutes
(2) Discuss discrimination (Chapter 7).	20 minutes
(3) Discuss opportunities (Chapter 8).	10 minutes
(4) Do opportunities exercise 2, p. 38, in pairs. Pairs may report to the group at large and group can discuss.	20 minutes
(5) Discuss changing patterns in family life (Chapter 9).	15 minutes
(6) Do family change exercise, p. 42, with group.	25 minutes
(7) Discuss individual and joint decision making (Chapter 10).	20 minutes
(8) Review and revise decision-making exercise, p. 50, up to step 6.	15 minutes
(9) If group members are gathering information, check to see if everyone is ready for next session.	5 minutes
(10) Plan next session and make assignments	10 minutes
(11) Wrap Up.	10 minutes

Assignment

Read Chapters 11 and 12.

Session Four

Before Session

(1) All members should read Chapters 11 and 12.
(2) Information sources should be gathered and brought to the session by leaders and participants.
(3) Members should meet at a library, Job Service office, or other information source.

Goal

All members should gather specific information about choices they are considering.

Resources

(1) Participant's Guide and Extra Materials packet for each member.
(2) Leader's Guide for leader
(3) Pencils
(4) All necessary information (see Chapter 16). Use as checklist.

Schools

catalogues ___
course descriptions ___
financial aid information ___
applications ___
support services list ___

Job Information

Occupational Outlook Handbook(s) ___
Extra Materials - Occupations Finder ___
occupational files (if available) ___
local occupational outlook (if possible ___

Job Seeking

phone books ___
Chamber of Commerce list ___
want ads ___
Occupational Outlook Handbook ___

local occupational outlook ___
Civil Service openings ___
application procedures for Civil Service jobs ___

Activities	Time Estimate
(1) Warm Up.	10 minutes
(2) Discuss information sources and demonstrate how to use them.	5 minutes
(3) If members are looking for different information, break into subgroups for school, job information, and job seeking.	3 minutes
(4) Study information and complete information exercises in Chapters 11 and/or 12.	1 hour
(5) Complete decision making exercise in Chapter 10.	30 minutes
(6) Discuss information gathering process and decision making process.	20 minutes
(7) Plan next meeting and make assignments.	10 minutes
(8) Wrap Up.	10 minutes

Assignments

(1) Members who wish should continue to seek information.
(2) Job seekers should register at Job Service and begin to get Civil Service rating.
(3) All members should write a sample resume and review interviewing section in Chapter 12.
(4) Members should read Chapter 13 and complete exercises.

Session Five

Before Session

(1) All members should write a sample resume and bring it to this session.
(2) All members should read interviewing section in Chapter 12.
(3) All members should read Chapter 13 and complete planning exercises.

Goal

(1) Members will review decisions and plans.
(2) Members will practice interviewing skills and receive feedback on resumes.

Sources

(1) Participant's Guides, Extra Materials packets, and Leader's Guide
(2) Interviewing sample questions (Figure 4)
(3) Pencils
(4) Sample interviewing tape, if desired (video- or audio-tape recorder)
(5) Member resumes

Activities	Time Estimate
(1) Warm Up.	10 minutes
(2) Review decisions - Make Rounds with "I've been thinking about my decision to ______ and I am feeling ______ about it."	15 minutes
(3) Discuss plans and rate each others' (p. 84) in groups of three. Revise plans as necessary.	40 minutes
(4) Compare and revise resumes in groups of three.	20 minutes
(5) Practice interviewing in groups of three: (a) The three are interviewer, applicant, and rater in turn. (b) Interviewer uses sample questions from Figure 4 on the next page. (c) Rater gives feedback from rating sheet in Becoming. (d) Groups play sample tape before practice if tape is available. (e) Each should practice until interview is rated "good."	
(6) Discuss resumes and interviewing. Discuss first steps of plans.	15 minutes
(7) Plan next meeting and make assignments.	10 minutes
(8) Wrap Up.	10 minutes

FIGURE 4

Sample Interview Questions

(1) What can I do for you?
(2) Tell me about yourself.
(3) Why are you interested in this company?
(4) Why did you choose this line of work?
(5) Isn't this rather unusual for a person of your age (or race or sex)?
(6) Describe how well you have performed in your previous jobs.
(7) What is your educational background?
(8) What type of work do you like?
(9) What job are you working for?
(10) What general pay range are you willing to work for?
(11) How long do you plan to work here?
(12) What special qualifications do you have that make you feel you will be successful in this job?

Assignments

(1) Read Chapters 14, 15, and 16 and complete exercises.
(2) Start step one of plan, if possible.
(3) Gather information on available support services.

Session Six

Before Session

(1) All members should read Chapters 14, 15, and 16 and complete exercises.
(2) Participants or leader should gather information about available support services.

Goal

Members should know resources for becoming stronger.

Resources

(1) *Leader's Guide* and *Participant's Guide*
(2) Pencils
(3) Index cards
(4) Social Services Directory or lists of support service resources
(5) Relaxation tape, if desired - on same tape as sample interview
(6) Video- or audio-tape recorder if tape is used

Activities	Time Estimate
(1) Warm Up including report on Step 1 of plans.	15 minutes
(2) Group Think on how to get financial support, physical support, and emotional support.	30 minutes
(3) Share information on local resources for support services.	15 minutes
(4) Discuss coping skills (Chapter 15).	15 minutes
(5) Practice relaxation (with tape if available) and discuss.	20 minutes
(6) Role play stressful situations (Figure 5) using self-statements. Practice in groups of two. Use video-tape model if available.	20-30 minutes
(7) Discuss self-advancing feelings.	10 minutes
(8) Write self-advancing feelings statements on cards and brainstorm ways to use them.	15 minutes
(9) Plan any future meetings or support strategies; identify members willing to lead future CBG groups.	15 minutes
(10) Wrap Up.	10 minutes
(11) Make Rounds with goodbyes and parting messages between members.	10 minutes

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To have a successful Community-Based Guidance group, you should make a schedule that fits the needs of your group members. Feel free to develop your own exercises and activities.

FIGURE 5

Stressful Situations

Role play these situations before the group two times each. The first time, the person who is the worker or student should think negative thoughts ("I can't do this. I'll really mess this up"). The second time the worker or student should practice self-advancing statements ("I can handle this. I'll just relax"). Discuss the differences. Practice making positive self-statements until each member can role play confidently.

Situations

(1) You have been out of school several years and must take the SAT entrance exam. Pretend you are opening the test booklet.

(2) You are an older adult taking ballet lessons at the community college and find that all the other students are thin, under 20, and took ballet together the last semester. You are in class and don't understand the teacher's first instruction. (You may get another group member to play instructor.)

(3) You are going for a job interview you want. (You may ask another person to play interviewer.)

(4) You are being criticized for a mistake at work. (Ask a group member to play your supervisor.)

(5) You are an overworked student and have several assignments due. Feeling tense and discouraged, you sit down to work.

(6) You are an older adult who wants to study music appreciation for fun and personal growth. No course is available. You have gathered names of other interested people and are going to the community education director to ask that the course be taught.

(7) After a long day, you are tired and tense. Your car has a flat tire in the rain, and you get wet fixing it. You have company coming for dinner in 40 minutes, and the meat is still frozen. Your dog goes out for a walk and runs away after a strange cat. What do you do?

(8) You are a woman who takes a job and finds she is not being paid the same wages as a man hired at the same time for the same job. You are discussing this with a friend. (Pick a group member to play your friend.)

Chapter 20

Becoming More Knowledgeable

The members of your CBG group may be interested in leading groups of their own. In this way, information about school and jobs will spread throughout your community. If every member would share the information with at least two other friends and the friends would share with other friends, information about adult learning, personal growth, and career development could pyramid to cover nearly everyone in your area. We call this the Tupperware-Party effect. It is also quite possible for a service club or other group to offer a series of Community-Based Guidance group meetings on a regular basis.

The Extra Materials packets can be reused by the next groups if copies are made of the pink Decision Grid. Each packet has two of these and only one is needed for each person. The Occupational Outlook Handbook, sample tapes, and other materials can also be sold to other groups.

We are sincerely interested in the outcome of your group and the way CBG is used in your community. Write or call us with suggestions or sharing experiences.

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Appendix A

LAWS THAT PROHIBIT DISCRIMINATION

Title VII of the Civil Rights Act of 1964 (amended in 1972)

An employer cannot discriminate in hiring, training, firing, promotions, wages, layoffs, disciplinary actions, benefits, or privileges solely because of RACE, COLOR, RELIGION, SEX, or NATIONAL ORIGIN.

Not all employers are covered by Title VII. These are: private employers of 15 or more persons, public and private schools, state and local governments, public and private employment agencies, labor unions with 15 or more members, labor-management training committees.

Write to: Equal Employment Opportunity Commission
2401 E Street N.W.
Washington, D.D. 20506

Equal Pay Act of 1963 and 1972

An employer must pay MEN and WOMEN equal pay and overtime pay for equal work requiring equal skill, effort, and responsibility. The work does not have to be identical.

Not all employers are covered by this law. These are: employers who sell more than $250,000 in goods or services per year, laundries, dry cleaners, clothing repair workers, hospitals, nursing homes, public and private schools, private household workers and baby sitters.

Write to: Wage and Hour Division
Employment Standards Administration
U.S. Department of Labor
Washington, D.C. 20210

Age Discrimination in Employment Act

An employer cannot discriminate on the basis of AGE against any person between the ages of 40 and 65 in hiring, firing, promotion, or benefits.

Not all employers are covered. The law applies to employers of 20 or more workers, employment agencies, federal and state governments, and labor unions of 25 members or more.

Write to: Wage and Hour Division
Employment Standards Administration
U.S. Department of Labor
Washington, D.C. 20210

Executive Order 11478

The Federal government, government-owned corporations, or Indian tribes cannot discriminate in employment because of RACE, COLOR, SEX, RELIGION, or NATIONAL ORIGIN.

Write to: U.S. Civil Service Commission
1900 E Street, N.W.
Washington, D.C. 20415

Executive Order 11246

Federal contractors and subcontractors cannot discriminate in employment because of RACE, COLOR, SEX, RELIGION, or NATIONAL ORIGIN. To find out if your private employer is covered, ask if they have any government contracts.

Write to: Office of Federal Contract Compliance Programs
U.S. Department of Labor
Washington, D.C. 20210

Title IX of the Education Amendments of 1972

Schools and colleges that receive federal aid may not discriminate against a student on the basis of SEX. Schools must allow participation in all activities and classes.

Write to: Office of Civil Rights
Department of Education
Washington, D.C. 20201

Title VI of the Civil Rights Act of 1964

A school or university cannot discriminate on the basis of RACE, COLOR, or NATIONAL ORIGIN in selection, services, financial aid, or other benefits.

Only schools receiving federal aid are covered. This includes most schools.

Write to: Office of Civil Rights
Department of Education
Washington, D.C. 20201

Appendix B

Trade Agencies

Occupation	Organization and Address
Accountants	American Institute of Certified Public Accountants, 666 Fifth Ave., New York, NY 10019
Actors and Artists	Associated Actors and Artists of America, 165 W. 46th St., New York, NY 10036
Actuaries	Society of Actuaries, 208 S. LaSalle, St., Chicago, IL 60604
Advertising Workers	American Advertising Federation, 1225 Connecticut Ave., NW, Washington, DC 20036
Aircraft Industries	Aerospace Industries Association of America, 1725 DeSales St., NW, Washington, DC 20036
Airline Workers	Air Transport Association of America, 1000 Connecticut Ave., Washington, DC 20036
Architects	American Institute of Architects, 1735 New York Ave., NW, Washington, DC 20036
Architects, Landscape	American Society of Landscape Architects, 1750 Old Meadow Rd., McLean, VA 22101
Astronomers	American Astronomical Society, 211 Fitz Randolph Rd., Princeton, NJ 08540
Bakers	American Bakers Association, Suite 650, 1700 Pennsylvania Ave., NW, Washington, DC 20006
Bankers	American Bankers Association, 90 Park Ave., New York, NY 10016
Barbers and Beauty Operators	Associated Master Barbers and Beauticians of America, 219 Greenwich Rd., P.O. Box 17782, Charlotte, NC 28211
Bricklayers	Structural Clay Products Institute, 1750 Old Meadow Rd., McLean, VA 22101
Broadcasters	National Association of Broadcasters, 1771 N St., NW, Washington, DC 20036
Building Trades	AFL and CIO Building and Construction Trades Department, 815 16th St., NW, Washington, DC 20006
Chemists	American Chemical Society, 1155 16th St., NW, Washington, DC 20036
Chiropractors	International Chiropractors Association, 741 Brady St., Davenport, IA 52805
Coal Mining	National Coal Association, 1130 17th St., NW, Washington, DC 20036
Compositors	Printing Industries of America, Inc., 5223 River Rd., NW, Washington, DC 20016
Data Processors	Data Processing Management Association, 505 Busse Hwy., Park Ridge, IL 60068
Decorators	American Institute of Interior Decorators, 730 Fifth Ave., New York, NY 10019
Dental Assistants	American Dental Assistants Association, 211 E. Chicago Ave., Chicago, IL 60611

Occupation	Organization and Address
Dental Hygienists	American Dental Hygienists' Association, 100 E. Ohio St., Chicago, IL 60611
Dental Technicians	National Association of Certified Dental Laboratories, 1330 Massachusetts Ave., NW, Washington, DC 20005
Dentists	American Dental Association, 211 E. Chicago Ave., Chicago, IL 60611
Dieticians	American Dietetic Association, 620 N. Michigan Ave., Chicago, IL 60611
Ecology Workers	Ecological Society of America, Dept. of Botany, Southern Illinois University, Carbondale, IL 62901
Electrical Workers	International Brotherhood of Electrical Workers, 1200 15th St., NW, Washington, DC 20005
Engineers, Aeronautical	American Institute of Aeronautics and Astronautics, 1290 Avenue of the Americas, New York, NY 10010
Engineers, Agricultural	American Society of Agricultural Engineers, 2950 Niles Rd., St. Joseph, MI 49085
Engineers, Ceramic	American Ceramic Society, 4055 N. High St., Columbus, OH 43214
Engineers, Chemical	American Institute of Chemical Engineers, 345 E. 47th St., New York, NY 10017
Engineers, Civil	American Society of Civil Engineers, 345 E. 47th St., New York, NY 10017
Engineers, Electrical	Institute of Electrical and Electronics Engineers, 345 E. 47th St., New York, NY 10017
Engineers, Industrial	American Institute of Industrial Engineers, 345 E. 47th St., New York, NY 10017
Engineers, Mechanical	American Society of Mechanical Engineers, 345 E. 47th St., New York, NY 10017
Engineers, Mining, Metallurgical, and Petroleum	American Institute of Mining, Metallurgical, and Petroleum Engineers, 345 E. 47th St., New York, NY 10017
Engineers, Radio	Institute of Electrical and Electronics Engineers, 345 E. 47th St., New York, NY 10017
Farmers	U.S. Dept. of Agriculture, Washington, DC 20250
Florists	Society of American Florists and Ornamental Horticulturists, 901 N. Washington St., Alexandria, VA 22314
Foresters	Society of American Foresters, 1010 16th St., NW, Washington, DC 20036
Forge Shop Workers	Forging Industry Association, 55 Public Square, Cleveland, OH 44113
Funeral Directors and Embalmers	National Funeral Directors Association of the U.S., 135 W. Wells St., Milwaukee, WI 53203
Geographers	Association of American Geographers, 1146 16th St., NW, Washington, DC 20036
Geologists	American Geological Institute, 1444 North St., NW, Washington, DC 20005

Occupations	Organization and Address
Hairdressers and Cosmetologists	National Hairdressers and Cosmetologists Association, 175 Fifth Ave., New York, NY 10010
Home Economists	American Home Economics Association, 1600 20th St., NW, Washington, DC 20009
Hospital Workers	American Hospital Association, 840 N. Lake Shore Dr., Chicago, IL 60611
Hotel Workers	American Hotel and Motel Association, 221 W. 57th St., New York, NY 10010
Insurance Agents	National Association of Insurance Agents, 96 Fulton St., New York, NY 10038
Jewelers and Jewelry Repairers	Retail Jewelers of America, 1025 Vermont Ave., NW, Washington, DC 20005
Laundry Workers	American Institute of Laundering, Box 940, Joliet, IL 60433
Lawyers	American Bar Association, 1155 E. 60th St., Chicago, IL 60637
Librarians	American Library Association, 50 E. Huron St., Chicago, IL 60611
Machinists, All-around	International Association of Machinists, 1300 Connecticut Ave., Washington, DC 20036
Mathemeticians	Mathematical Association of America, SUNY at Buffalo, Buffalo, NY 14214
Mechanics, Refrigeration and Air Conditioning	United Association of Journeymen, Apprentices of Plumbing and Pipe Fitting Industries, 901 Massachusetts Ave., Washington, DC 20001
Medical Laboratory Technicians	Registry of Medical Technologists, American Society of Clinical Pathologists, P.O. Box 2544, Muncie, IN 47302
Medical Record Librarians	American Medical Record Association, 875 N. Michigan Ave., Chicago, IL 60611
Medical X-Ray Technicians	American Society, Radiologic Technicians, 537 S. Main St., Fond Du Lac, WI 54935
Meterologists	American Meteorological Society, 45 Beacon St., Boston, MA 02108
Microbiologists	American Society of Bacteriology, 1913 Eye St., NW, Washington, DC 20006
Musicians	American Federation of Musicians, 641 Lexington Ave., New York, NY 10022
Nurses, Practical	National Association for Practical Nurse Education and Service, Inc., 1465 Broadway, New York, NY 10036
Nurses, Registered	National League for Nursing, 10 Columbus Circle, New York, NY 10018
Occupational Therapists	American Occupational Therapy Association, 251 Park Ave., South, New York, NY 10010
Opticians	Optical Society of America, 2100 Pennsylvania Ave., NW, Washington, DC 20037
Optometrists	American Optometric Association, 7000 Chippewa St., St. Louis, MO 63119

Occupations	Organization and Address
Osteopathic Physicians	American Osteopathic Association, 212 E. Ohio St., Chicago, IL 60611
Painters and Paperhangers	Brotherhood of Painters, Decorators, and Paperhangers of America, 217-219 N. 6th St., Lafayette, IN 47901
Petroleum Workers	American Petroleum Institute, 1271 Avenue of the Americas, New York, NY 10020
Pharmacists	American Pharmaceutical Association, 2215 Constitution Ave., Washington, DC 20037
Photographers	Professional Photographers of America, 1090 Executive Way, Oak Leaf Commons, Des Plaines, IL 60018
Physical Therapists	American Physical Therapy Association, 1790 Broadway, New York, NY 10019
Physicians	American Medical Association, 535 N. Dearborn St., Chicago, IL 60610
Physicists	American Institute of Physics, 335 E. 45th St., New York, NY 10017
Plastic Workers	Society of the Plastics Industry, 250 Park Ave., New York, NY 10017
Plumbers and Pipe Fitters	United Association of Journeymen, Apprentices of Plumbing and Pipe Fitting Industries, 901 Massachusetts Ave., NW, Washington, DC 20001
Podiatrists	American Podiatry Association, 20 Chevy Chase Circle, NW, Washington, DC 20015
Psychologists	American Psychological Association, 1200 17th St., NW, Washington, DC 20036
Railroad Workers	Association of American Railroads, American Railroads Bldg., Washington, DC 20036
Real Estate Sales Agents	National Association of Real Estate Boards, 155 E. Superior St., Chicago, IL 60611
Recreation Workers	National Recreation and Park Association, 1700 Pennsylvania Ave., NW, Washington, DC 20006
Restaurant Workers	National Restaurant Association, 1530 N. Lake Shore Dr., Chicago, IL 60610
Retail Grocers	National Association of Retail Grocers of the United States, 360 N. Michigan Ave., Chicago, IL 60601
Secretaries	National Secretaries Association, 616 E. 63rd St., Kansas City, MO 64110
Social Workers	National Commission for Social Work Careers, 2 Park Ave., New York, NY 10016
Speech Therapists	American Speech and Hearing Association, 9030 Old Georgetown Road, Washington, DC 20014
Teachers	National Center for Information on Careers in Education, 1607 New Hampshire Ave., NW, Washington, DC 20009
Television and Radio Workers	American Federation of Television and Radio Artists, 724 Fifth Ave., New York, NY 10022

Occupations	Organization and Address
Textile Workers	American Textiles Association, 1501 Johnston St., Charlotte, NC 28202
Truckers	American Trucking Association, 1616 P St., NW, Washington, DC 20036
Veterinarians	American Veterinary Medical Association, 600 S. Michigan Ave., Chicago, IL 60605
Welders	American Welding Society, 2501 NW 7th St., Miami, FL 33125

Appendix C

BOOKS OF INTEREST

Job Seeking

Bolles, R.N. What Color Is Your Parachute? A Practical Manual for Job Hunters and Career-Changers. Berkeley, California: Ten Speed Press, 1977.

Campbell, D.P. If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else. Niles, Illinois: Argus Communications, 1974.

Crystal, J.C., and Bolles, R.N. Where Do I Go From Here with My Life? New York: Seabury Press, 1974.

Department of Labor. A Working Woman's Guide to her Job Rights. Washington, D.C.: U.S. Government Printing Office, 1975.

Jackson, T. Twenty-eight Days to a Better Job. New York: Hawthorne Books, 1977.

Jackson, T., and Mayleas, D. The Hidden Job Market. New York: Quadrangle Books, N.Y. Times Co., 1976.

Lembeck, R. 1001 Job Ideas for Today's Woman: A Checklist Guide to the Job Market. New York: Doubleday, 1975.

Returning to School and School Skills

The American College. Test Wiseness: Test-Taking Skills for Adults Returning to School. New York: McGraw-Hill, 1978.

Apps, J.W. Study Skills for Those Adults Returning to School. New York: McGraw-Hill, 1978.

Bandt, P.L., Meara, N.M., and Schmidt, L.D. A Time to Learn: A Guide to Academic and Personal Effectiveness. New York: Holt, Rinehart, and Winston, Inc., 1974.

Blaze, W., et al. Guide to Alternative Colleges and Universities: A Comprehensive Listing of Over 250 Innovative Programs. Boston: Beacon Press, 1974.

Cecchetini, P.A. McGraw-Hill Self-Study Manuals for CLEP. New York: McGraw-Hill, 1978. Manuals available for psychology, sociology, humanities, business management, and natural sciences.

Cogne, J., and Hebert, T. This Way Out: A Guide to Alternatives to Traditional College Education in the United States, Europe, and the Third World. New York: E.P. Dutton, 1972.

College Entrance Examination Board. CLEP General and Subject Examinations: Descriptions and Sample Questions. Princeton, N.J.: CEEB, Box 1824. Revised yearly.

Gerow, J.R., and Lyne, R.D. How to Succeed in College: A Student Guidebook. New York: Charles Scribner's Sons, 1975.

Houle, C.O. Continuing Your Education. New York: McGraw-Hill, 1964.

Lenz, E., and Shaevitz, M. So You Want to Go Back to School: Facing the Realities of Reentry. New York: McGraw-Hill, 1977.

Nieves, L. College Achievement through Self-Help: A Planning and Guidance Manual for Minority Students. Princeton, N.J.: Educational Testing Service, 1978.

Splaver, S. Nontraditional College Routes to Careers. New York: Simon and Schuster, 1975.

Strunk, W., Jr., and White, E.B. The Elements of Style. New York: Macmillan, 1973.

Thatcher, R. Academic Skills: A Handbook for Working Adults Returning to School. Ithaca, N.Y.: Cornell University, New York State School of Industrial and Labor Relations, 1975.

Waller, M., and Beach, M. Making It in College. New York: Mason/Charter, 1976.

Assertion Training

Alberti, R.E., and Emmons, M.L. Stand Up, Speak Out, Talk Back! New York: Pocket Books, 1976.

Bower, S.A., and Bower, G.H. Asserting Your Self: A Practical Guide for Positive Change. Reading, Mass.: Addison-Wesley Publishing Company, 1976.

Fensterheim, H., and Baer, J. Don't Say Yes When You Want to Say No. New York: Dell, 1975.

Galassi, M.D., and Galassi, J.P. Assert Yourself: How to Be Your Own Person. New York: Human Sciences Press, 1977.

James, M., and Jongeward, D. Born to Win. Reading, Mass.: Addison-Wesley Publishing Company, 1971.

Marris, L. G. Womanpower: A Manual for Workshops in Personal Effectiveness. Cranston, R.I.: The Carroll Press, 1977.

Maultsby, M.C., Jr. Help Yourself to Happiness. Boston, Herman Publishing Company, 1975.

O'Neill, N., and O'Neill, G. Shifting Gears. New York: Avon Books, 1975.

Paulsen, K., and Kuhn, R. (eds.). Woman's Almanac: Twelve How-to Handbooks in One. Philadelphia: J.B. Lippincott Company, 1976.

Scholz, N., Prince, J., and Miller, G. How to Decide: A Guide for Women. Princeton, N.J.: College Entrance Examination Board, 1975.

Williams, R.L., and Long, H.D. Toward a Self-Managed Life Style. Boston: Houghton Mifflin Company, 1975.

Books to Consult--Reference Books

Cass, J., and Birnbaum, M. Comparative Guide to Two-Year Colleges and Career Programs. New York: Harper & Row, 1976.

Cass, J., and Birnbaum, M. Comparative Guide to American Colleges. New York: Harper & Row, 1975.

Doster, W.C. (ed.). Barron's How to Prepare for the College-Level Examination Program. New York: Barron's Educational Services Inc., 1973.

Gruber, E.C., and Bramson, M. Scholastic Aptitude Test for College Entrance. New York: Monarch Press, 1976.

Hegener, K.C. (ed.). Peterson's Annual Guide to Undergraduate Study, 1978. Princeton, N.J.: Peterson's Guides, 1977. Revised yearly.